JAARVERSLAG

Aruba
National Commission

2023
UNESCO Aruba



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Afkortingen

Afkorting	Betekenis
ANA	Archivo Nacional Aruba
BNA	Biblioteca Nacional Aruba
ASPNET	Associated Schools Project Network
C&I	Communicatie & Informatie
COA	Comite Olimpico Arubano
ICG/CARIBE-EWS	The Intergovernmental Coordination Group for the Tsunami and Other Coastal Hazards Warning System for the Caribbean and Adjacent Regions
IOC	Intergouvernementele Oceanografische Commissie
IOCARIBE	IOC Sub-Commission for the Caribbean and Adjacent Regions
LAC	Latin America and Caribbean
MAB	Man and the Biosphere Programme
MIL	Media and Information Literacy
MOW	Memory of the World
NUC	Nationale UNESCO Commissie Aruba
PP	Participation Programme
SDG	Sustainable Development Goals
SIDS	Small Island Development State
SG	Secretaris-Generaal
UNESCO	The United Nations Educational, Scientific and Cultural Organization
4LO	Vierlanden Overleg

Summary

The Aruba National Commission for UNESCO has achieved success in various domains[1]. In 2023, with the support of the government of Aruba and UNESCO HQ, the National Commission participated in the UNESCO General Conference in Paris and the UNESCO Youth Summit.

The project 'Triangle of Transformative Educational Development and Training', funded by Participation funds, has enhanced cooperation within four schools affiliated with ASP-net. Its aim was to instill UNESCO's vision of transformative teaching practices and cultivate a school environment that fosters learning and collaboration among students, teachers, and parents from diverse cultural backgrounds.

In natural sciences, the National Commission has assumed the Chair position at IOCARIBE, creating opportunities for Aruba. The Commission, along with other stakeholders, participates in programs such as the Man and Biosphere initiative. It engages in discussions on the World Ocean Assessment and attends IOC-related meetings and UNEP sessions. In July 2023, UNESCO's Man and Biosphere (MAB) program was launched in Aruba, supported by the Caribbean Office in Jamaica. This initiative laid the foundation for collaborative action toward biodiversity conservation and sustainable development. The launch included informational meetings with governmental and non-governmental stakeholders and the financial support for conducting a comprehensive inventory of relevant policy documents

In social sciences, advancements have been made in adhering to the Anti-Doping Convention. With the support of the UNESCO Caribbean Office, the National Commission was involved with the knowledge product for the Youth, Peace and Security program and workshops on Meaningful Youth Engagement have been conducted for Dutch-speaking Caribbean Islands. Efforts in the Kingdom of the Netherlands including the Dutch Caribbean islands, are focused on preserving cultural heritage, particularly intangible cultural heritage, in collaboration with relevant partners.

The National Commission is also involved in activities regarding the protection and promotion of museums on the island. the Framework of Culture and Arts Education and its implementation. In the communication and information sector, the Commission has broadened its scope 2023 to include the development of media landscape in SIDS. Initiatives like the digital platform 'Coleccion Aruba' and the establishment of a Memory of the World Committee in late 2023 underscore the commitment of the National Commission to information accessibility and heritage preservation through innovative means.

The secretariat of the National Commission is responsible for coordinating the Participation Program in Aruba. This includes promoting the program, ensuring a transparent selection and nomination process for projects, and correctly accounting for the funds spent to UNESCO (Paris). Of the seven submitted projects, four have been approved. Aruba has received slightly more than the maximum total support amount (USD 75,500). These approved projects were successfully carried out during 2023 and must be accounted for by the end of January 2024.

Future priorities and possibilities for joint collaboration

Efforts are being made to encourage collaboration at local, regional, and within the Kingdom of the Netherlands across various areas. In the realm of Small Island Developing States (SIDS), the Commission aims to improve cooperation with IOCARIBE and the SIDS section at UNESCO HQ by offering internship opportunities to students from the local university. Media development is receiving focused attention in alignment with relevant UNESCO standards. The aim is to make it a joint topic of discussion within the UNESCO Networks of both the region and the Kingdom of the Netherlands with special attention for communication and information in the context of SIDS. The implementation of the MAB program is a priority, and significant support is being received from the UNESCO Caribbean Office to guide the nomination process. In addition, the establishment of Futures Literacy Laboratories and the promotion of Meaningful Youth Engagement are considered overarching themes and priorities

[1] Further reading and reference: National Commissions for UNESCO: annual report, 2023 https://unesdoc.unesco.org/ark:/48223/pf0000390424 ,pg. 106

Hoofdstuk 1: Inleiding

Het jaarverslag van het dienstjaar 2023[2] dient als een verantwoordingsdocument voor de werkzaamheden van de Nationale UNESCO Commissie Aruba (NUC Aruba). De NUC Aruba wordt ondersteund een toegewijd secretariaat. Het jaar 2023 was een bijzonder jaar met diverse hoogtepunten voor de NUC Aruba. In de bijgaande infographic worden de belangrijkste momenten in beknopte vorm gepresenteerd, terwijl het jaarverslag dieper ingaat op deze hoogtepunten.

We streven naar een samenhangende en innovatieve uitvoering van programma's en een vruchtbare samenwerking tussen de stakeholders. In 2023 is gestart met het -beter- in kaart brengen van onze kerndoelstellingen en kernresultaten per werkgebied. Dit omvat zowel de activiteiten van het secretariaat als geheel, de transversale onderwerpen, als van de UNESCO-werkgebieden: Onderwijs, Natuurlijke & Sociale Wetenschappen, Cultuur en Communicatie & Informatie. Genoemde exercities dienen te resulteren in meer -output gerichte rapportages in de toekomstige jaarverslagen.

Het secretariaat heeft zich gedurende 2023 intensief beziggehouden met het stakeholdersmanagement. Dit heeft geleid tot het identificeren van relevante stakeholders en het versterken van samenwerkingsrelaties. Ons doel is om stakeholders te overtuigen UNESCO-programma's te adopteren, aan te passen aan de lokale context en te prioriteren. De verbetering van de 'compliance' aan het ambitieniveau van de diverse geratificeerde verdragen is ook een belangrijk onderdeel van het stakeholdersmanagement. Het secretariaat ondersteunt stakeholders door kennisdeling, netwerkontsluiting, partnerschapsopbouw en -tweejaarlijks- middels het Participatie Programma met (beperkte) fondsen.

Het uiteindelijke doel van UNESCO blijft het bevorderen van een duurzame en vreedzame samenleving, waarin Onderwijs, Wetenschap, Cultuur, Communicatie en Informatie gezamenlijk een solide fundament vormen.

Voorzitter Nationale UNESCO Commissie Aruba
Mw. mr. Xiomara Maduro

Secretaris-Generaal Nationale UNESCO Commissie Aruba
Mw. mr. drs. Marushka Lee-Tromp



[2] Dit jaarverslag is voornamelijk tekstueel van aard en is een beknopte weergave van de werkzaamheden gedurende 2023. Bij dit verslag hoort een audiovisuele impressie. De hier genoemde documenten zijn alleen digitaal beschikbaar.

HIGHLIGHT ACTIVITIES 2023

1 UNESCO ARUBA

UNESCO Aruba has been strengthened with a specialist in Communication and Information, and also participated in the General UNESCO Conference in Paris as well as the Youth Forum.

2 PARTICIPATION PROGRAM

Four projects were successfully executed throughout 2023, with total funding amounting to $75,500. The applicants of the approved projects all reported the results on time, shared this information on social media, and prominently acknowledged UNESCO's support.

3 EDUCATION

THE PROJECT 'TRIANGLE OF TRANSFORMATIVE EDUCATIONAL DEVELOPMENT AND TRAINING', FUNDED BY PARTICIPATION FUNDS, HAS ENHANCED COOPERATION WITHIN FOUR SCHOOLS AFFILIATED WITH ASP-NET. ITS AIM WAS TO INSTILL UNESCO'S VISION OF TRANSFORMATIVE TEACHING PRACTICES AND CULTIVATE A SCHOOL ENVIRONMENT THAT FOSTERS LEARNING AND COLLABORATION AMONG STUDENTS, TEACHERS, AND PARENTS FROM DIVERSE CULTURAL BACKGROUNDS.

4 NATURAL SCIENCE

The Science liaison of UNESCO Aruba has taken on the role of chair at IOCARIBE, opening up opportunities for Aruba. In July 2023, UNESCO's Man and Biosphere (MAB) program commenced in Aruba, with backing from the Caribbean Office in Jamaica, setting the stage for joint efforts in biodiversity preservation and sustainable development.

5 SOCIAL SCIENCE

In the field of Social Science, progress has been achieved in compliance with the Anti-Doping Convention. Some NGO's in Aruba contributed to the creation of educational materials for the Youth, Peace, and Security program. Workshops on Meaningful Youth Engagement were facilitated with the aid of the UNESCO Caribbean Office,

6 CULTURE

EFFORTS ARE FOCUSED ON PRESERVING CULTURAL HERITAGE, PARTICULARLY INTANGIBLE CULTURAL HERITAGE, IN COLLABORATION WITH RELEVANT REGIONAL PARTNERS AND PARTNERS IN THE KINGDOM OF THE NETHERLANDS. UNESCO ARUBA IS ALSO INVOLVED IN ACTIVITIES REGARDING THE PROTECTION AND PROMOTION OF MUSEUMS ON THE ISLAND. THE FRAMEWORK OF CULTURE AND ARTS EDUCATION AND ITS IMPLEMENTATION.

7 COMMUNICATION & INFO

THE C&I SECTION HAS BROADENED ITS SCOPE 2023 TO INCLUDE THE DEVELOPMENT OF MEDIA LANDSCAPE IN SIDS. INITIATIVES LIKE THE DIGITAL PLATFORM COLECCION ARUBA AND THE ESTABLISHMENT OF A MEMORY OF THE WORLD COMMITTEE IN LATE 2023 UNDERSCORE UNESCO ARUBA'S COMMITMENT TO INFORMATION ACCESSIBILITY AND HERITAGE PRESERVATION THROUGH INNOVATIVE MEANS.

8 YOUTH ENGANGEMENT

At UNESCO Aruba, youth engagement was very important, as evidenced by hosting a dedicated trainee, appointing a representative for the youth forum, and expanding stakeholder management to include youth-led organizations. This commitment extended to fostering collaboration on the knowledge product of the Youth, security and peace Program and inclusive participation of Aruban NGOs in workshops, along with executing projects within the participation program, highlighting our dedication to engaging and empowering young voices.

Hoofdstuk 2: UNESCO Aruba

2.1 Nationale UNESCO Commissie Aruba

UNESCO is het enige agentschap van de Verenigde Staten dat met Nationale Commissies werkt. In bijlage 1 is nadere informatie opgenomen over UNESCO. Conform de richtlijnen van UNESCO dienen (geassocieerde) lidstaten te zorgen dat UNESCO onder de verantwoordelijkheid valt van een minister en ondersteund wordt door een secretariaat met de benodigde capaciteit en middelen (kerntaak 1 en 2). Op Aruba is zowel een Nationale Commissie als een secretariaat ingesteld. De minister van Financiën en Cultuur is belast met UNESCO-aangelegenheden en is tevens voorzitter van de NUC-Aruba.

In bijlage 2 is extra toelichting opgenomen over de samenstelling van de NUC Aruba, de bezetting van het secretariaat en de begrotingsuitvoering.

2.2 Internationalisering NUC Aruba

Bezoek UN-delegatie aan Aruba

In januari 2023 is een delegatie van verschillende agentschappen van de Verenigde Naties (VN) op Aruba geweest. Deze missie naar Aruba was bedoeld voor een kennismaking met de Raad van Ministers, stakeholders van de NGO-sector, de private sector en diverse overheidsdiensten. Deze vergadering stond in het teken van het UN-Multicountry Sustainable Development Cooperation Framework (MSDCF), bedoeld, voor de 'English and Dutch speaking Caribbean' voor de periode 2022 tot en met 2026.

Dit was een unieke gelegenheid voor de VN-delegatie om ter plaatse in gesprek te gaan en om discussies te voeren met verschillende belanghebbenden. Ook UNESCO, vertegenwoordigd door mw. Dr. Anna Paolini directeur van UNESCO Caribben Office, was aanwezig tijdens dit bezoek. Mevrouw Paolini, heeft in dit kader een bezoek gebracht aan de minister van Financiën en Cultuur, die tevens voorzitter is van de NUC Aruba. Dr. Paolini heeft haar geloofsbrieven aangeboden en aangegeven dat er bereidheid is vanuit de Caribbean UNESCO Office om Aruba te ondersteunen. Hierbij is het van belang dat Aruba zelf de behoeften en prioriteiten aangeeft, zodat er efficiënter kan worden bepaald de ondersteuning kan worden vorm gegeven.

Een direct resultaat van het bezoek van mw. Paolini, was de toekenning van de zowel financiële als technische ondersteuning voor de implementatie van het Man and Biosphere (MAB)-programma op Aruba en het daarbij behorende nominatieproces van Aruba als Man and Biosphere Reserve.

Bezoek van de Permanente Vertegenwoordiger van het Koninkrijk der Nederlanden bij UNESCO-Parijs aan Aruba

Van 6 tot 8 maart 2023 bezochten, voor de eerste keer, mevrouw Monique van Daalen, Permanente Vertegenwoordiger van het Koninkrijk der Nederlanden bij UNESCO-Parijs, en haar plaatsvervanger, mevrouw Carlien Schrijvershof Aruba.

Het doel van dit bezoek was voornamelijk om kennis te maken met het werk van UNESCO op Aruba en om de betrokken ministeries te informeren over de Algemene Conferentie van UNESCO, die in november 2023 zou plaatsvinden. Hierbij is bijzondere aandacht gevraagd voor de vertegenwoordiging en voorbereiding van het Koninkrijk der Nederlanden. Onderdeel van deze voorbereiding is de samenwerking aan het document 'Koninkrijksinstructie', waarin de prioriteiten en het beleid voor een periode van minimaal drie jaar worden beschreven. De delegatie kwam bijeen met de Directie Buitenlandse Betrekkingen om het proces van het opstellen en afronden van de 'Koninkrijksinstructie' te bespreken.

Het secretariaat van de Nationale Commissie voor UNESCO Aruba begeleidde mevrouw Van Daalen en mevrouw Schrijvershof tijdens hun bezoeken op Aruba. Ze ontmoetten de Gouverneur, de minister van Financiën en Cultuur, en de minister van Transport, Integriteit, Natuur en Ouderenzaken, de heer Ursell Arends. Daarnaast bezochten ze de Prinses Amalia Basisschool (UNESCO-school), het Nationaal Archeologisch Museum van Aruba (MANA), het Industriemuseum in San Nicolas, de Aruba Conservation Foundation (ACF), en het Spaans Lagoen. Mevrouw Van Daalen was onder de indruk van het werk en de coherentie tussen de verschillende organisaties. Het Strategisch Plan 2023-2032 van ACF was een voorbeeld van succesvolle transformatie. Voor beiden was het bezoek aan de natuur van Aruba het hoogtepunt van het programma.
Een direct resultaat van dit bezoek was een intensivering van de samenwerking met de Permanente Vertegenwoordiging in Parijs met afspraken over periodieke overlegmomenten, wederzijdse consultatie binnen het Koninkrijk en ondersteuning van bij de uitvoering van activiteiten.

Deelname van Aruba aan de Algemene Conferentie van UNESCO
In november 2023 namen de Minister van Financiën en Cultuur, tevens voorzitter van NUC Aruba, en de secretaris-generaal van de NUC Aruba deel aan de 42ste Algemene Conferentie van UNESCO in Parijs. Aruba's deelname aan de UNESCO-conferentie heeft de basis gelegd voor verdere samenwerking en ontwikkeling op diverse gebieden Het is essentieel dat alle betrokken partijen zich inzetten om de lange termijn doelen te bereiken en optimaal te profiteren van de geboden ondersteuning en mogelijkheden. Enkele saillante activiteiten waren onder andere:

- Overleg op duurzame ontwikkeling waarin ook cultuur, natuur en wetenschap een rol spelen, zoals de MAB-Programma. Het gesprek richtte zich op de voortgang van het nominatieproces van het programma op Aruba. De heer Antonio de Sousa Abreu, Directeur van de Divisie & Secretaris van het MAB-programma, benadrukte de bereidheid om Aruba te helpen om het programma succesvol te implementeren.
- Het bijwonen van de viering van het 70-jarig bestaan van het UNESCO Associated Schools project Network (ASPnet).
- Overleg inzake de versterking van compliance aan het Anti-Doping verdrag en het daarbij flankerend sportbeleid 'Fit for Life'.
- Overleg over communicatie en informatie, specifiek gericht op de introductie van een integrale communicatie & informatie beleid op Aruba waarbij het UNESCO gedachtengoed een belangrijke rol speel. De betreffende afdeling heeft geopperd dat de ondersteuning voor dit initiatief mogelijkerwijs kan plaatsvinden middels een goed omschreven project binnen het Participation Programme van UNESCO.
- Overleg inzake de algemene ondersteuning voor Small Island Developing States (SIDS)-agenda door de SIDS afdeling in Parijs. Tijdens dit gesprek werd afgesproken dat de mogelijkheden worden onderzocht voor stages bij de SIDS afdeling in Parijs. De SIDS-agenda heeft continue aandacht vanuit Aruba.








Bezoek UN

Hoofdstuk 3: Het Participatie Programma

3.1 Doelstelling Participatie Programma

UNESCO heeft een zogeheten Participatie Programma (PP) dat om de twee jaar (biennum), Nationale UNESCO Commissies, personen, overheden en Non-Gouvernementele organisaties Ngo's de mogelijkheid biedt om projecten in te dienen ter financiering. Het PP fungeert als een essentiële aanvulling op de reguliere activiteiten van UNESCO[3]. Het maximumbedrag dat ontvangen kan worden voor een nationaal project is USD. 26.000. Voor nadere informatie kan de link in de voetnoot gebruikt worden. Het secretariaat van de NUC is belast de coördinatie van het PP op Aruba (kerntaak 3 en 4). Dit houdt in het bekendmaken van het programma, zorg dragen voor een transparante (voor-) selectie en voordracht van de projecten en een correcte verantwoording van de bestede middelen aan UNESCO (Parijs). Aanvullend hierop wordt de impact van de projecten gemonitord en is het streven om projecten te koppelen aan lokale prioriteiten, te zoeken naar synergie tussen de verschillende ingediende en goedgekeurde projecten en een duurzame partnerschap op te bouwen met de betreffende Ngo's.

3.2. Uitvoering PP 2023-2024

Van de zeven ingediende projecten zijn vier projecten goedgekeurd. Aruba heeft iets meer dan het maximum totaalbedrag aan ondersteuning ontvangen (USD 75,500). Deze goedkeurde projecten zijn de loop van 2023 uitgevoerd en dienen eind januari 2024 verantwoord te worden. In bijlages 3, 4, 5 en 6 zijn de inhoudelijke verantwoordingen opgenomen.

Tabel 4: Goedgekeurde en uitgevoerde projecten in 2023

Request Number	Description	Amount Requested by Member State US$	Amount Approved US$	Remarks
2240117041	**The Triangle of Transformative Educational Development and Training (NUC Aruba)**	**19,500**	**19,500**	**$ 8,300 - Training Seminars $ 4,200 - Consultants $ 7,000 - Publications**
2240117044	**Future Islands Conversations on Aruba and the Ocean (Metabolic Foundation)**	**26,000**	**20,000**	**$ 5,000 – Conferences $ 5,000 – Training Seminars $ 5,000 – Consultants $ 5,000 - Publications**
2240117043	**Exchange program Leerorkest Aruba (AUA) with conservatory in The Hague (NL) and in Ghent (BE) (Leerorkest)**	**26,000**	**20,000**	**$ 20,000 - Conferences**
2240117045	**Impact Camp (Heart Centered Leadership Foundation HCLF)**	**26,000**	**16,000**	**$ 8,500 – Conferences $ 1,500 – Supplies $ 5,000 – Consultants $ 1,000 - Publications**
			75,500	

De evaluatie van het PP proces in het dienstjaar 2022 heeft een aantal verbeterpunten opgeleverd. Deze verbeterpunten zijn meegenomen in de voorbereiding in het dienstjaar 2023 voor de PP van het biennium 2024-2025. Zo, is om de effectiviteit en transparantie van onze projectaanvragen te vergroten, de informatievoorziening geoptimaliseerd met betrekking tot de uiterste inleverdatum, indieningsvorm en -taal, beperkingen zoals te dekken kosten en

[3]https://www.unesco.org/en/member-states-portal/participation-Programme#:~:text=The%20Participation%20Programme%20has%20become,the%20budget%20has%20been%20reduced.

uitvoeringsperioden, en de 'due diligence'-vereisten. De prioriteiten van de Nationale UNESCO Commissie Aruba zijn concreter gecommuniceerd, zodat NGO’s hier vroegtijdig rekening mee kunnen houden bij hun projectindiening. Financieringscontracten zijn aangepast om UNESCO's kernwaarden van inclusiviteit, openheid voor samenwerking en milieubewuste uitvoering te integreren.

Daarnaast wordt het verloop en de duurzaamheid van gefinancierde projecten beter bewaakt om uitspraken te kunnen doen over de impact van projecten en overlappingen te voorkomen. Ter vergroting van de transparantie en de zichtbaarheid van UNESCO is de voortgang van de verschillende projecten door alle Ngo’s zowel op eigen sociaal media platforms als door UNESCO Aruba op sociaal media gedeeld.

Voor alle goedgekeurde projecten is gezocht naar verduurzaming en verdieping van het partnerschap. Zo worden de resultaten van het project ingediend door de NUC nog steeds gebruikt om de samenwerking tussen UNESCO-scholen te versterken. Alle andere NGO’s die een project hebben uitgevoerd zijn op verzoek blijven bijdragen aan UNESCO programma’s. Het gaat hier om de programma’s voor kunst- en cultuureducatie (Leerorkest), betekenisvolle Jeugdparticipatie (HCLF) Media & Information Literacy (HCLF) of activiteiten in het kader van de Ocean Decade (Metabolic Foundation).



Uitvoering Participation Programme Triangle of Transformative



Leerorkest



Heart-Centered Leadership Foundation





Metabolic Foundation

Hoofdstuk 4: Werkgebieden

4.1 Specialistische kerntaken

In dit hoofdstuk staan de kerntaken 5 en 6 centraal. Deze taken zijn het fungeren als aanspreekpunt voor de NUC Aruba in het algemeen, maar zeer in het bijzonder in de regio en het coördineren en implementeren van de programma's van UNESCO op werkterreinen van UNESCO (bijlage 7 kerntaken). Voorwaarde voor een optimale uitvoering dienen de specialisten en de SG zorg te dragen dat zij:

- kennis hebben van UNESCO programma's;
- kennis hebben van de normstellende instrumenten die UNESCO heeft ontwikkeld op de verschillende werkgebieden
- een effectief stakeholdersmanagement uitvoeren zowel lokaal, regionaal als internationaal;
- lokale prioriteiten hebben gesteld. Zie bijlage 10 voor de in 2022-2023 gehanteerde prioriteiten.

UNESCO biedt continue webinars en online workshops aan om de kennis van de diverse programma's op peil te houden en/of de kennis hierin te verdiepen. Alle specialisten en de SG hebben getracht, zoveel mogelijk webinars en online workshops bij te wonen.

In het dienstjaar 2023 stond het stakeholdersmanagement wederom centraal. De relevante vragen hierbij zijn 'Wat moeten we doen' Hoe doen wij het en met welk resultaat? De Wat-vraag is als volgt ingevuld:

- identificeren van relevante stakeholders per werkgebied;
- vertaling UNESCO programma's in lokale prioriteiten in overleg met stakeholders
- inrichting samenwerking en opbouw netwerk met stakeholders;
- evaluatie samenwerking en continue verbetering ter bevordering van innovatief stakeholdersmanagement;
- monitoring gezamenlijke ambitie en (wettelijke) instrumenten;
- evaluatie impact programma's

De Hoe-vraag met bijbehorende resultaat is gebaseerd op de waarden die UNESCO voorschrijft. In ieder geval gaat het secretariaat uit het streven naar synergie, coherentie en kennisdeling tussen stakeholders, de samenwerking is gericht om het bouwen van partnerschap en netwerkorganisaties. Hierbij wordt rekening gehouden in brede zin met innovatie. In het kader hiervan hebben 2 personeelsleden van het secretariaat een masterclass 'Werkgeluk' (op eigen kosten) gevolgd en heeft het complete secretariaat een workshop 'Design Thinking' gevolgd.

In 2023 heeft het secretariaat van UNESCO Aruba gewerkt aan de optimalisering van haar taakuitvoering. Dit omvatte:

- Invulling van performance management door concrete targets;
- Verhoging van duurzaam en innovatief denken;
- Inhoudelijke koppeling van doelstellingen met het meten van performance en impact;
- Planmatige optimalisering van het archief en ontsluiting van informatie aan het publiek;
- Optimalisering van de positionering van de NUC binnen haar stakeholders.

In 2024 zal UNESCO Aruba deze verbeteringen verder uitbouwen door het inzichtelijk maken van prioriteiten en doelstellingen, en hierover rapporteren en verantwoording afleggen.

4.2 Normstellende instrumenten UNESCO

UNESCO heeft op de verschillende werkgebieden, normstellende instrumenten ontwikkeld. Deze instrumenten zijn onder andere verdragen/conventies, verklaringen en aanbevelingen aan lidstaten. In bijlage 8 is een overzicht opgenomen van de verdragen die op Aruba geldig zijn. Als een lidstaat een verdrag heeft geratificeerd ontstaat een wettelijke verplichting, terwijl verklaringen en aanbevelingen, een politieke verplichting in het leven roepen.

UNESCO gebruikt ook het instrument 'International Days' (zie bijlage 9) om aandacht te vragen voor een specifiek onderwerp. Meestal wordt een speciaal thema uitgewerkt en wordt de dag gebruikt om bijvoorbeeld activeringsactiviteiten uit te voeren, awareness te stimuleren en kennis te delen.

Een ander vaak toegepast instrument is de 'Framework' voor een bepaald onderwerp. Een framework ontstaat op basis van onderzoek en best practices en wordt gevalideerd in een mondiaal participatief proces waarbij consultaties plaatsvinden op verschillende niveaus en in verschillende regio's. Gedurende 2023 stond de totstandkoming van de Framework on Culture and Arts Education centraal https://www.unesco.org/en/frameworkcultureartseducation.

4.3 Onderwijs

Onderwijs transformeert levens en staat centraal in UNESCO's missie om vrede op te bouwen, armoede uit te roeien en duurzame ontwikkeling te bevorderen. Het is een mensenrecht voor iedereen, gedurende het hele leven. UNESCO werkgebied 'Education' is een breed programma dat bestaar uit verschillende thema's en n organisaties die de uitvoering ondersteunen. UNESCO is de enige VN-agentschap met een mandaat dat alle aspecten van onderwijs bestrijkt. Zij heeft de verantwoordelijkheid gekregen om de mondiale onderwijsagenda 2030 te leiden door middel van Sustainable Development SDG4. Voor nadere informatie en orientatie op het onderwerp kan de volgende link gebruikt worden. https://www.unesco.org/en/education?hub=343.

ASPNet Aruba
UNESCO Associated Schools Network – ASPnet, een netwerk van meer dan 11.500 ASPnet-lid scholen in 182 landen. Op Aruba bestaat het netwerk uit de scholen:

- Colegio Hilario Angela Montessori (basisschool
- Princes Amalia Basisschool;
- EduCampus Aruba (Primary/Secundary school; ages 8-16)
- International School of Aruba (Primary/Secundary school; ages 3-16)

Het project "The Triangle of Transformative Educational Development and Training" gefinancieerd met fondsen van het UNESCO Particiatie Programma, werd in januari 2023 met succes uitgevoerd. In de bijlages 11,12 en 13 worden de resultaten van het project nader uitgelegd aan de hand van drie artikelen. Gedurende 2023 hebben de UNESCO-scholen ruime aandacht besteed aan samenwerking binnen de school, tussen de school en met ouders. Bovendien diverse onderdelen zoals geleerd en afgesproken. In bijlages 14, 15, 16 wordt een beeld geschetst van de activiteiten van de 4 UNESCO scholen op Aruba:











Bezoek UNESCO School van Curaçao "Emmy Berthold School F.O."
Werkgebied Onderwijs



4.4 Natuurwetenschappen en Oceaanwetenschappen

Het werkgebied Natuurwetenschappen kent de volgende programma's zijn binnen Natural Science zijn https://www.unesco.org/en/natural-sciences/about?hub=348

- **Intergovernmental Hydrological Programme (IHP);**
- **Man and the Biosphere Programme (MAB);**
- **International Geoscience and Geoparks Programme (IGGP);**
- **International Basic Sciences Programme (IBSP).**

Daarnaast bevordert UNESCO's het programma *Local and Indigenous Knowledge Systems* (LINKS) lokale en inheemse kennis en de opname daarvan in mondiale klimaatwetenschappelijke en beleidsprocessen. Het World Water Assessment Programme (WWAP) produceert beleidsrelevante, tijdige en betrouwbare informatie op verschillende gebieden van de ontwikkeling en het beheer van watervoorraden.

Deze programma's worden ondersteund door uitgebreide netwerken en profiteren van de concrete ervaring die is opgedaan bij de door UNESCO aangewezen sites: biosfeerreservaten, UNESCO Global Geoparks en natuurlijke sites die op de Werelderfgoedlijst staan. In juli 2023 werd het UNESCO's Man and Biosphere (MAB) programma gelanceerd in Aruba, ondersteund door het Caribische kantoor in Jamaica. Deze lancering vormde de basis voor gezamenlijke acties gericht op biodiversiteitsbehoud en duurzame ontwikkeling. De lancering omvatte informatieve bijeenkomsten met overheids- en niet-gouvernementele belanghebbenden en financiële ondersteuning voor het uitvoeren van een uitgebreide inventarisatie van relevante beleidsdocumenten. De Nationale Commissie heeft deelgenomen aan discussies over de World Ocean Assessment en woonde IOC-gerelateerde bijeenkomsten en UNEP-sessies bij.

Naast de programma's in Science voert de Intergovernmental Oceanographic Commission (IOC-UNESCO), zelfstandig en autonoom binnen UNESCO een specifieke opdracht uit op het gebied van oceaanwetenschappen: In 2023 heeft de Nationale Commissie de voorzittersrol bij IOCARIBE aangenomen, wat nieuwe kansen voor Aruba creëert.

De Programmaspecialist Natuurlijke Wetenschappen was gedurende 2023 ook weer actief betrokken bij het Island Innovation Network en maakt deel uit van het Island Innovation Network Ambassador Program. Hierin worden verschillende programma's met betrekking tot SIDS, UNESCO, SDG's en Aruba in het algemeen naar voren gebracht en worden vele manieren onderzocht om te kijken hoe deze ideeën en ambities beter naar voren kunnen worden gebracht bij het grote publiek en om de bewustwording van de programma's te vergroten.

Werkgebied Science













Werkgebied Science

4.5 Sociale en Menswetenschappen

In een complexe wereld die wordt geconfronteerd met grote maatschappelijke transities (klimaat, digitaal, demografie, ongelijkheden), tracht het werkgebied middels Sociale en Menswetenschappen een bijdrage te leveren aan inclusieve en duurzame economieën en samenlevingen middels, onder andere, de volgende thema's en acties https://www.unesco.org/en/social-human-sciences?hub=355 :

- **Onderzoek en versterking van het verband tussen onderzoek en beleid van belangrijke sociale transformaties (MOST-programma). Onder dit programma vallen, onder andere: Digital Anthropology, Futures Literacy, General History of Africa, Philosophy and Humanities, Recommendation on Science and Scientific Researchers, MOST Schools en Sustainability Science**
- **De ethiek van het gebruik van opkomende technologieën zoals de kunstmatige intelligentie, neurotechnologie en de biotechnologie;**
- **Het bestrijden van racisme en discriminatie en de bevordering inclusie en intercultureel dialoog;**
- **De versterking van de positie van jongeren en vrouwen en de organisatie van the Youth Forum;**
- **De impact en sport als een sociaal instrument en de bevordering van de naleving van de Convention Against Doping in Sport.**

Meaningful Youth Engangement
Met de steun van het UNESCO Caribbean Office heeft UNESCO Aruba bijgedragen aan het kennisproduct voor het Youth, Peace and Security-programma. Verder zijn er workshops over betekenisvolle jongerenbetrokkenheid georganiseerd voor de Nederlandssprekende Caribische eilanden

Youth Forum
In 2023 nam Aruba actief deel aan het 13e UNESCO Youth Forum gehouden tijdens de Algemene Conferentie van UNESCO https://www.unesco.org/en/youth/forum. Het UNESCO Youth Forum richtte zich op de sociale gevolgen van klimaatverandering en de noodzaak van een rechtvaardige klimaattransitie. Het forum had als doel jongeren te betrekken bij zinvolle discussies en acties rondom deze belangrijke kwesties. Aruba werd vertegenwoordigd door de minister van Justitie en Sociale Zaken, de heer Rocco Tjon, en jeugdvertegenwoordiger mevrouw Arielle Gil.

De voorbereidingsfase omvatte uitgebreid onderzoek en het verzamelen van informatie over instellingen, specialisten en organisaties die zich richten op de sociale gevolgen voor jongeren en de relevantie van klimaatverandering in de samenleving. De deelnemers werden verdeeld in regionale groepen, waarbij Aruba in de regio Latijns-Amerika en Cariben (LAC) werd geplaatst. Dit bood de mogelijkheid om samen te werken en te vergelijken met zowel grotere landen als andere Kleine Eilandstaten in Ontwikkeling (SIDS). De regionale vertegenwoordigers werkten samen aan een document waarin mogelijke verbeteringen en aanpassingen aan het bestaande beleid en praktijken werden geschetst. Besproken lokale oplossingen waren onder andere. Het werd duidelijk dat regionaal een tekort bestaat experts en gespecialiseerde organisaties, wat een significante informatiekloof benadrukt. Het aanpakken van deze kloof werd een belangrijke prioriteit om meer geïnformeerde en betrokken discussies te bevorderen over sociale impacts en gemarginaliseerde gemeenschappen.

De jongerenbetrokkenheid tijdens het forum richtte zich op het samenvoegen van regionale concepten tot een alomvattend document voor de Algemene Conferentie van de Verenigde Naties. Dit omvatte bijeenkomsten met ministers en ambassadeurs uit verschillende regio's om een inclusief einddocument te waarborgen. Het forum omvatte ook besprekingen over vrede en veiligheid met een positieve vooruitblik voor toekomstige plannen. Belangrijke bevindingen van het Youth Forum benadrukten het belang van zinvolle jongerenbetrokkenheid. Het aangenomen document door de Algemene Conferentie van de Verenigde Naties behandelde sociale en milieuthema's, waaronder onderwijs, onderzoek, sociaal welzijn, inclusiviteit, gezondheid en veiligheid.

UNESCO Convention Against Doping in Sport
In 2023 is de samenwerking met het Arubaanse Olympisch Comité (COA) met betrekking tot verder geïntensiveerd. Eind december 2023 is de voorzitter van de Anti-Doping Commissie van Aruba, die deel uitmaakt van het COA, benoemd als kwartiermaker voor het National Compliance Platform. Dit is een belangrijke stap om de naleving en impact van de conventie te versterken. Met de intensivering van de samenwerking in 2023 en de benoeming van de kwartiermaker wordt verwacht dat deze knelpunten effectiever kunnen worden aangepakt. Het platform zal helpen bij het verzamelen

van gegevens en het verstrekken van informatie, waardoor de effectiviteit van de anti-dopingmaatregelen wordt verbeterd en Aruba dichter bij de naleving van de internationale standaarden komt. Deze ontwikkelingen zijn cruciaal voor de verdere promotie van een gezonde en eerlijke sportomgeving in Aruba.

MOST: Futures Literacy, Inclusion, Ethics of AI and Neurotechnology

In 2023 zijn de eerste stapppen gezet voor de uitwerking van het onderwerp 'Futures Literacy' en ook is een toenadering gezocht voor partners die over inclusiviteit en diversiteit gaan. Voor 2024 wordt een intensivering van deze inspanningen verwacht, inclusief een toenemende focus op inclusie en diversiteit, de onderdelen van het MOST-programma sterker positioneren) en de ethische aspecten van AI en Neurotechnologie.







Workshop Design Thinking



Ceremonie SDG-vlag hijsen
25 September 2023

4.6 Cultuur

Het programma van het werkgebied Cultuur van UNESCO https://www.unesco.org/en/culture concentreert zich rond de ambities:

- **Bescherming van cultuur in crisissituaties**
- **Aanpassing aan hedendaagse uitdagingen**
- **Behoud van erfgoed**
- **Ontwikkeling van duurzame, inclusieve en creatieve samenlevingen**

Cultuur in het 4-Landen Overleg

Bepaalde onderdelen van het programma voert de NUC Aruba uit in samenwerking met de andere UNESCO Nationale Commissies in Caribisch Nederland en ook samen met UNESCO NatCom Nederland. De cultuurprogramma's die UNESCO-Aruba in Koninkrijksverband uitvoert, zijn ook onderdeel van de werkzaamheden die in verband met het Vierlanden Ministerieel Overleg (4LO) van de Ministers van Onderwijs, Wetenschap en Cultuur van het Koninkrijk worden voorbereid. De Cultuur Specialist was gedurende 2023 voorzitter van twee (van de vier) werkgroepen, namelijk van de Werkgroep voor het opzetten van een Cultuur Fonds, speciaal bedoeld ter bevordering van onderzoek en documentatie van cultuur in Caribisch Nederland en van de Werkgroep van Cultuureducatie.

Kunst en Cultuureducatie

Voor wat betreft Kunst en Cultuureducatie heeft het secretariaat van de NUC Aruba actief aan de regionale consultatierondes voor de totstandkoming van de UNESCO Framework on Culture and Arts Education (CAE) https://www.unesco.org/en/wccae2024?hub=66775. Het is de bedoeling dat het Framework CAE begin 2024 wordt goedgekeurd waarna de uitvoering kan starten. Ook zijn diverse werkzaamheden uitgevoerd ten behoeve van de Nationale Commissie CAE. In november 2023 volgden de Cultuur Specialist en een expert-vrijwilliger een week-lange workshop over Kunst en Cultuureducatie met kwaliteit in Nederland.

Immaterieel Cultureel Erfgoed

In maart 2023 volgden de Cultuur Specialist en een expert-vrijwilliger een week-lange workshop inzake de uitvoering van het Verdrag ter bescherming van het immaterieel cultureel erfgoed. Tijdens deze workshop werd stilgestaan bij belang van een nationale impact door het bijvoorbeeld het hebben van een nationaal inventaris van culturele elementen. Ook is stilgestaan bij de ontwikkeling van een Koninkrijks-nominatieproces voor culturele elementen. Afgesproken is dat 'Tambu' het eerste element zal zijn dat het Koninkrijk voor een internationale registratie zal voordragen. Het Kennisinstituut voor Immaterieel Erfgoed (KIEN) bracht een werkbezoek aan Aruba van 11 tot 16 mei 2023. De link https://www.immaterieelerfgoed.nl/nl/nieuws/verslag-werkbezoek-aruba-curacao-en-bonairevan kan gebruikt worden om het uitgebreid verslag te lezen. Het bezoek van KIEN was een goede gelegenheid voor capacity building over het onderwerp Immaterieel Erfgoed voor lokale stakeholders.

Eind oktober 2023 opende UNESCO Aruba in het Archivo Nacional Aruba (ANA) een tentoonstelling over *Taray* geopend. Deze tentoonstelling, gerealiseerd in samenwerking met UNOCA, Departamento di Cultura Aruba, en ANA, met hulp van de familie van wijlen de heer Federico Soto, richtte zich op 'Trahamento di taray' en 'Tiramento di taray'. Ook de heer Edward Dirksz en de heer Marco Christiaans, auteur van 'Perseverancia', hebben bijgedragen. De tentoonstelling toont de diverse aspecten van Immaterieel Cultureel Erfgoed, zoals gedefinieerd door het UNESCO Verdrag van 2003. Dit omvat mondelinge tradities, podiumkunsten, sociale rituelen, natuurkennis en ambachtelijke technieken. Naast de gereedschappen en artefacten van Taray-werk, wordt ook de taal belicht. Marco Christiaans gaf een presentatie over vissersjargon in het Papiamento, waarbij de rijkdom van het Papiamento werd benadrukt. Het doel is om bewustzijn te creëren over het belang van het behoud van ons culturele erfgoed.

Internationale dagen

In 2023 werden wederom diverse Culturele Internationale Dagen gevierd zoals 'International Theatre Day', International Jazz Day' en de Internationale Dag van Diversiteit'.



Werkgebied Cultuur









4.7 Communicatie & Informatie

De Sector Communicatie en Informatie (CI Sector) https://www.unesco.org/en/communication-information stimuleert belangrijke actoren om de fundamentele mensenrechten te beschermen, zowel online als offline, met de nadruk op de volgende gebieden:

- **Vrijheid van meningsuiting en de veiligheid van journalisten;**
- **Ontwikkeling van media en media in noodsituaties;**
- **Media- en informatievaardigheden en digitale competenties;**
- **Universele toegang tot informatie en digitale inclusie;**
- **Digitale beleidsvorming en digitale transformatie;**
- **Documentair erfgoed - Memory of the World (MoW)-programma;**

Verdiepingsdag MoW Programma

Als vervolg op de jaarlijkse vergadering van het MoW Committee for Latin America and the Caribbean (MoWLAC) die in november 2022 is gehouden, werd in februari 2023 een verdiepingsdag georganiseerd voor de Arubaanse stakeholders. De heer Richenel Ansano, voormalig vicevoorzitter van de MoWLAC, gaf een drietal workshops voor Arubaanse professionals en instellingen die zich bezighouden met documentair erfgoed, collecties, of anderszins gerelateerde activiteiten.

Deze workshops richtten zich op belangrijke onderwerpen zoals het behoud van documentair erfgoed, het creëren van passende en klimaatbestendige bewaaromstandigheden voor de materialen in deze vaak unieke en onvervangbare collecties, het opnemen van maatregelen voor de redding en het behoud van ons cultuurhistorisch erfgoed in de rampenplannen van Land Aruba in geval van calamiteiten en natuurlijk ook het belang van het hebben van een eigen MoW-comite die de implementatie van het MoW-programma kan bevorderen.

Naar aanleiding van deze verdiepingsdag heeft een kleine werkgroep gedurende 2023 gewerkt aan de totstandkoming van een Arubaans MoW-comité. Deze werkgroep heeft zich ingezet om de principes en richtlijnen van het Memory of the World-programma te implementeren en te zorgen voor een betere bescherming en promotie van Arubaanse documentair erfgoed.

Werkgebied
Communicatie
& Informatie





World Press Freedom Day 3 mei 2023

In het kader van de boodschap "We must protect and uphold #PressFreedom because it is the lifeblood and foundation of all human rights" van VN-secretaris-generaal Antonio Guterres, die het cruciale belang van vrijheid van meningsuiting en persvrijheid voor het bevorderen van democratie en rechtvaardigheid wereldwijd benadrukte, heeft UNESCO Aruba een inspiratiedialoog georganiseerd. Deze dialoog vond plaats met zeven vrouwelijke journalisten en richtte zich op hun werk en ervaringen in de media op Aruba. Het evenement onderstreepte het belang van deze vrijheden voor het creëren van inclusieve samenlevingen en geïnformeerde besluitvorming.

Dia di Prensa 1 september 2023

In 2023 heeft het Secretariaat van NUC Aruba intensief contact onderhouden met het UNESCO-kantoor voor het Caribisch gebied om de samenwerking op het gebied van Communicatie en Informatie te versterken. Op 1 september, de lokale 'Persdag' 2023 organiseerde het Secretariaat een online webinar over het voorbereiden, beheren en verantwoorden van een projectdossier voor het UNESCO IPDC mediafonds. Hiernaast heeft NUC Aruba het Parlamento Hubenil Aruba gevraagd om de samenwerking op het gebied van Communicatie en Informatie te intensiveren. Het Parlamento Hubenil Aruba heeft speciale aandacht besteed aan de Dag van de Pers op hun social media-kanalen door hun leden uit te laten leggen wat pers en media voor hen betekenen.

Internationale Dag voor Universele Toegang tot Informatie

Op 28 september, ter gelegenheid van de Internationale Dag voor Universele Toegang tot Informatie, lanceerden minister Xiomara Maduro en minister-president Evelyn Wever-Croes officieel het online portal Coleccion Aruba. Dit platform voor Arubaanse documentaire en audiovisuele erfgoed is een samenwerking tussen de Biblioteca Nacional Aruba (BNA), Archivo Nacional Aruba (ANA) en UNOCA https://coleccion.aw/pages/pa/home/. Deze lancering benadrukt de gezamenlijke inzet voor het behoud en de toegankelijkheid van het Arubaanse culturele erfgoed en versterkt de rol van vrije toegang tot informatie in onze samenleving. De heer dr. Paul Hector, specialist voor C&I bij de Caribbean Office for UNESCO was aanwezig tijdens de lancering van Coleccion Aruba. Tijdens de week van 25-29 september 2023 organiseerde het secretariaat van de NUC Aruba een oriëntatieprogramma voor de heer Hector. Het programma bestond onder andere uit een overleg met de minister van belast met Communicatie, ontmoetingen met lokale journalisten, mediarepresentanten, jongeren en partners als de ANA en de BNA. Hert oriëntatieprogramma heeft bijgedragen aan een beter inzicht in het Arubaanse medialandschap en de behoeften van diverse stakeholders. In 2024 wordt verder gewerkt aan een roadmap voor het werkgebied C&I.

Media & Information Literacy (MIL)-Week 2023

Het thema van dit jaar was: "Media and Information Literacy in Digital Spaces: A Collective Global Agenda". Het doel is om verschillende perspectieven samen te brengen om nieuwe ideeën te ontwikkelen en bestaande initiatieven te versterken om MIL in de digitale omgeving te bevorderen. Gedurende de MIL week in de laatste week besteedden de UNESCO scholen aandacht besteed aan het onderwerp. In het kader van het thema van de MIL-week 2023 heeft NUC Aruba actief bijgedragen aan de bevordering van digitale vaardigheden onder jongeren, in samenwerking met het Instituut voor Mediastudies van de Universiteit van Leuven. Als onderdeel van een vierjarig onderzoeksproject genaamd 'Youth Digital Skills' heeft onze specialist Communicatie & Informatie, mevrouw Birgit Kreykenbohm, een cruciale rol gespeeld in het organiseren en promoten van een conferentie over dit onderwerp. NUC Aruba nodigde diverse belanghebbenden uit de onderwijssector en jeugdorganisaties uit om deel te nemen aan deze conferentie en aan de daaropvolgende dialoog. Belangrijke onderwerpen die werden besproken omvatten de noodzaak van meer relevant onderzoek naar de impact van digitalisering, het toegankelijk delen van onderzoeksresultaten, en het vertalen van academische bevindingen naar praktische maatregelen die digitale inclusie en de mentale gezondheid waarborgen. Deze inspanningen benadrukken het belang van een holistische benadering en de betrokkenheid van jongeren in alle stadia van onderzoek en instrumentontwikkeling, met als doel een inclusieve en duurzame digitale toekomst te bevorderen.







Werkgebied Communicatie & Informatie













Werkgebied Communicatie & Informatie



UNESCO 2023

Bijlage 1 UNESCO

De United Nations Educational, Scientific and Cultural Organisation (UNESCO) is een gespecialiseerde organisatie van de Verenigde Natie (VN) voor:

- Onderwijs;
- Cultuur;
- Wetenschap;
- Communicatie en Informatie.

Het mandaat van UNESCO is het bevorderen van begrip tussen volkeren en vrije uitwisseling van gedachten door middel van samenwerking tussen landen om zo bij te dragen aan wereldwijde vrede en veiligheid. *'Sinds wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed'*. UNESCO's mandaat is op zowel internationaal, regionaal als lokaal niveau het bundelen van kennis, het bevorderen van kennisoverdracht, het beschikbaar stellen van expertise, capaciteitsopbouw en het ontwikkelen van normstellende instrumenten voor de vier expertise-sectoren. Normstellende instrumenten zijn onder andere verdragen/conventies, verklaringen en aanbevelingen aan lidstaten. De ultieme doelstelling van de UNESCO is bevorderen van een vreedzame internationale samenleving gebruikmakend van de instrumenten beschikbaar binnen de expertise-sectoren.[4]

Naast de inhoudelijke beleidsprioriteiten op het gebied van onderwijs, cultuur, wetenschap, communicatie en informatie heeft UNESCO ook twee overkoepelende beleidsprioriteiten: gendergelijkheid en Afrika. De belangrijkste operationele doelstellingen en activiteiten zijn kwaliteitsonderwijs voor iedereen, effectieve bescherming van natuurlijk en cultureel erfgoed (fysiek, immaterieel en documentair), het genereren van wetenschappelijke kennis voor de uitvoering en monitoring van de SDG's (Agenda 2030), de vrijheid van meningsuiting en bescherming van journalisten. UNESCO's normatieve activiteiten (het ontwikkelen van conventies, verklaringen en aanbevelingen) betreffen alle lidstaten. UNESCO is vooral actief in landen waar capaciteitsopbouw nodig is: met name in Afrika, Least Developed Countries (LDC's) en kleine eilandstaten in ontwikkeling (Small Island Developing States, SIDS).



UNESCO is de leidende organisatie binnen de VN voor Sustainable Development Goal (SDG 4) onderwijs, cultuur (SDG 11.4 en 4.7) en wetenschap (SDG 16.10 open access). Op het gebied van mensenrechten (SDG 16) is UNESCO binnen het VN-systeem richtinggevend op het gebied van publieke toegang tot informatie, persvrijheid/vrijheid van meningsuiting en veiligheid van journalisten. Gendergelijkheid (SDG 5) is een dwarsdoorsnijdend thema in het werk van UNESCO. De Intergouvernementele Oceanografische Commissie van UNESCO (IOC) is het orgaan van de Verenigde Naties dat over het werkgebied van oceaanwetenschap en -diensten (SDG 14) gaat en verantwoordelijk is voor het ondersteunen van landen in de opbouw van wetenschappelijke en institutionele capaciteit met betrekking tot dit werkgebied. UNESCO volgt de wereldwijde vooruitgang in de richting van specifieke doelstellingen voor duurzame ontwikkeling via het UNESCO Science Report (SDG9), Global Ocean Science Report (SDG14) en het World Water Development Report van de Verenigde Naties (SDG6). Over het algemeen kan gesteld worden dat de doelstellingen van de UNESCO volledig afgestemd zijn met de SDG's.

[4] https://www.permanentevertegenwoordigingen.nl/permanente-vertegenwoordigingen/pv-unesco-parijs/wat-is-unesco#:~:text=Het%20mandaat%20van%20U

Bijlage 2: Nationale UNESCO Commissie Aruba

Samenstelling NUC Aruba

Tabel 1: Samenstelling NUC Aruba per 31/12/ 2023

Functie	Naam
Voorzitter	**Minister mw. Xiomara Maduro**
Vice-voorzitter	**Mw. Annemarie Proveyer-Groot**
Onderwijs	**Mw. Regine Croes**
Cultuur	**Dhr. Siegfried Dumfries**
Wetenschap	**vacant**
Communicatie & Informatie	**Dhr. Peter Scholing**

Vergaderingen

Het secretariaat is verantwoordelijk voor de voorbereiding van de vergaderingen van de NUC Aruba. Deze voorbereiding houdt onder andere in het opstellen van een concept agenda met bijbehorende memo's en het opstellen van de notulen. In 2023 vonden 4 vergaderingen plaats.

Bezetting Secretariaat

Eind 2020 is het formatierapport van het secretariaat van de NUC Aruba geformaliseerd. De personele invulling in termen van functies van het secretariaat van de UNESCO was per 31/12 als volgt eruit:

Tabel 2: Personeel secretariaat NUC per 31 december 2023

Afdeling	Functie
Algemene Ondersteuning	**Documentalist**
Algemene Ondersteuning	**Interieurverzorger**
Leiding	**Secretaris-generaal**
Programma Coördinatie	**Programma Specialist Cultuur**
-	**Programma Specialist Wetenschappen**
-	**Programma Specialist C&I (50% parttime)**
	Programma Specialist Onderwijs vacant

Overlegstructuren

Het secretariaat van de NUC Aruba zit in een tal van geformaliseerde en niet geformaliseerde overlegorganen. Deze zijn waren voor het dienstjaar 2023 als volgt:

- Overleg SG's Koninkrijk met een gemiddelde vergaderfrequentie van 6 à 8 keer per jaar;
- Overleg SDG-commissie met een vergaderfrequentie van 2 keer per maand;
- Overleg SG's regio 1 keer per kwartaal;
- 4LO voor culturele werkgroepen met een wekelijkse vergaderingen;

Bijlage 2: vervolg

Begrotingsuitvoering

Een onderdeel van de bedrijfsvoering is een betrouwbare, ordelijke en transparante kredietbewaking. In onderstaande tabel zijn in beknopte vorm de voorlopige cijfers van de begrotingsrealisatie 2023 opgenomen. Deze voorlopige cijfers zijn afkomstig van de Directie Financiën. Realisatiecijfers zijn voorlopig tot en met het definitief worden van de jaarrekening van Land Aruba 2023.

Tabel 3. Voorlopige cijfers van de begrotingsrealisatie 2023

HOOFDKOSTENSOORT	KOSTENTEXT	KOSTENPLAATSTEXT	WERKELIJK	VERPLICHTINGEN	BEGROOT	RESTANT
4100 Personeel	**4101 Salarissen en toelagen**	**16998305 Unescoraad**	**541,992.00**	**0.00**	**588,300.00**	**46,308.00**
4100 Personeel	**4103 Kindertoelage**	**16998305 Unescoraad**	**4,620.00**	**0.00**	**5,400.00**	**780.00**
4100 Personeel	**4104 Vakantie-uitkering**	**16998305 Unescoraad**	**46,015.00**	**0.00**	**46,500.00**	**485.00**
4200 Werkgeversbijdragen	**4201 Toeslag AOV/AWW**	**16998305 Unescoraad**	**43,170.00**	**0.00**	**48,600.00**	**5,430.00**
4200 Werkgeversbijdragen	**4204 Bijdrage APFA**	**16998305 Unescoraad**	**50,107.00**	**0.00**	**56,200.00**	**6,093.00**
4200 Werkgeversbijdragen	**4206 AZV-premie**	**16998305 Unescoraad**	**36,592.00**	**0.00**	**41,200.00**	**4,608.00**
4300 Goederen & Diensten	**4303 Opleidingen & cursusgeld**	**16998305 Unescoraad**	**1,400.00**	**0.00**	**2,500.00**	**1,100.00**
4300 Goederen & Diensten	**4304 Vergoedingen vervoer**	**16998305 Unescoraad**	**5,800.00**	**0.00**	**3,000.00**	**-2,800.00**
4300 Goederen & Diensten	**4306 Reis- en verblijfkosten**	**16998305 Unescoraad**	**17,518.00**	**0.00**	**17,500.00**	**-18.00**
4300 Goederen & Diensten	**4309 Overige vergoedingen**	**16998305 Unescoraad**	**3,234.00**	**0.00**	**500.00**	**-2,734.00**
4300 Goederen & Diensten	**4310 Schrijf-/bureaubehoeften**	**16998305 Unescoraad**	**2,030.00**	**0.00**	**5,000.00**	**2,970.00**
4300 Goederen & Diensten	**4311 Kantoorinventaris**	**16998305 Unescoraad**	**0.00**	**0.00**	**5,000.00**	**5,000.00**
4300 Goederen & Diensten	**4312 Huur kantoorinventaris**	**16998305 Unescoraad**	**6,135.00**	**0.00**	**4,000.00**	**-2,135.00**
4300 Goederen & Diensten	**4313 Portikosten**	**16998305 Unescoraad**	**0.00**	**0.00**	**500.00**	**500.00**
4300 Goederen & Diensten	**4314 Telefoon, fax & internet**	**16998305 Unescoraad**	**891.00**	**0.00**	**3,000.00**	**2,109.00**
4300 Goederen & Diensten	**4319 Overige bureaukosten**	**16998305 Unescoraad**	**1,896.00**	**0.00**	**1,500.00**	**-396.00**
4300 Goederen & Diensten	**4321 Electriciteit**	**16998305 Unescoraad**	**1,829.00**	**0.00**	**5,100.00**	**3,271.00**
4300 Goederen & Diensten	**4323 Huisvestingsartikelen**	**16998305 Unescoraad**	**0.00**	**0.00**	**2,500.00**	**2,500.00**
4300 Goederen & Diensten	**4324 Onderhoud gebouwen**	**16998305 Unescoraad**	**0.00**	**0.00**	**1,000.00**	**1,000.00**
4300 Goederen & Diensten	**4329 Overig huisvesting**	**16998305 Unescoraad**	**262.00**	**0.00**	**1,900.00**	**1,638.00**
4300 Goederen & Diensten	**4330 Voorlichting en promotie**	**16998305 Unescoraad**	**175.00**	**0.00**	**0.00**	**-175.00**
4300 Goederen & Diensten	**4331 Bedrijfsmiddelen**	**16998305 Unescoraad**	**0.00**	**0.00**	**2,500.00**	**2,500.00**
4300 Goederen & Diensten	**4362 Overige uitbestedingen**	**16998305 Unescoraad**	**1,719.00**	**0.00**	**2,100.00**	**381.00**
4300 Goederen & Diensten	**4393 Overige kosten**	**16998305 Unescoraad**	**720.00**	**0.00**	**2,600.00**	**1,880.00**
4629 Overdrachten Buitenland	**4631 Contributies buitenland**	**16998305 Unescoraad**	**0.00**	**0.00**	**5,000.00**	**5,000.00**

Bijlage 3: Verantwoording PPP Triangle of Transformative

CL/4372
Annex III

ANNEX III

PARTICIPATION PROGRAMME 2022-2023

FINANCIAL REPORT

Should be sent to your focal point at the Participation Programme and Fellowships Section on the completion of the project and not later than 31 January 2024

(Africa – v.lopy@unesco.org; Asia and the Pacific – y.negash@unesco.org; Latin America and the Caribbean – b.guibert@unesco.org; Europe – a.slojneva@unesco.org; Arab States and NGOs – i.ibn-mokrane@unesco.org)

Country (or NGO) **Aruba**

Number and title of the request:

No. 2240117041 The Triangle of Transformative Educational Development and Training

In pursuance of 41 C/Resolution 48 and 39 C/Resolution 61 adopted by the General Conference concerning the principles and conditions governing the Participation Programme:

1. I hereby certify that the financial contribution of **US $19,500** received from UNESCO for the above request has been fully/partially* spent, in accordance with the purposes for which it was granted, as follows:

	US dollars
Conferences, meetings	
Seminars and training courses	$ 8,300.00
Supplies and equipment	
Study grants and fellowships	
Specialists and consultants – excluding staff costs	$ 4,200.00
Publications, periodicals, documentation, translation, reproduction	$ 7,000.00
Bank charges	
TOTAL	**$ 19,500.00**
Unspent balance to be returned to UNESCO	

2. I undertake to keep **all supporting documents (receipts, contracts, invoices, etc.)** relating to the use of this financial contribution for a period of five years following the end of the biennium concerned and to make them available to UNESCO upon its request or upon that of its external auditor. Otherwise, any unjustified amounts shall be repaid to UNESCO.

3. I enclose a bank statement indicating the receipt of funds in local currency.

Date	Name, stamp and signature (**)	Name, stamp and signature (**)
31 JAN 2024	Suhail P. Zaandam	Marushka S. Tromp

Aruba National Commission for UNESCO

* Delete as appropriate.
** Both signatures and stamps are required.

The Triangle of Transformative Educational Development and Training

Bijlage 4: Verantwoording PPP Future Islands

EVALUATION REPORT

The purpose of this guide is to help institutions receiving UNESCO Participation Programme funds to prepare reports on their implementation. Although some points are presented in the form of questions, this document should be considered **more as a guide and not as a questionnaire**. It is recommended that beneficiary institutions provide as much information as possible.

To support this assessment, you may also wish to submit any appropriate documentation (newspaper clippings, photos, videos, project documents, final report, publications,…)

I. **Evaluation submitted (by name of Member State)**

Aruba

II. **Number and title of request**

Future islands: conversations on Aruba and the Ocean 2240117044

Contribution received from UNESCO

US$20000

III Evaluation of the project or activity implemented

1) Purpose and objectives indicating the original goals or expected outcomes as defined from the outset in the original project

Objectives

- Collect local ocean science groups and exchange / disseminate / harmonise
- Focus on blue carbon as an intersection of ecology and economy
- Add skills for local scientists to increase capacity
- Expertise for digital skills combined with local knowledge and science to advance ocean science in Aruba

Expected Results

- Improved local understanding and capacity
- Report on blue carbon in Aruba

Activities

- Conversations with ocean activists to talk about the changing ocean
- Series of capacity building workshops
    - GIS workshops
    - Python workshops
- blue carbon exploration with local experts

Reach

- 10-20 partners involved in the Conversations (which will be shared on-line)
- people who watch or join conversations: > 30
    - an effort will be made to include young professionals and students in this group
    - special effort will be taken to include equal numbers of male and female participants
- social media reach: ~1000 people mostly in Aruba
- Workshop participants: 10 people in each
- an effort will be made to include young professionals and students in this ground

- special effort will be taken to include equal numbers of male and female participants
- Blue Carbon presentations:
    - the findings will be shared with different policy makers on the island

2) Benefits, major results obtained and impact of the project
    - were the expected results fulfilled?

Objectives were achieved:

- We were able to have long form interviews with 14 Ocean activists active in Aruba and share those conversations on our website as well as on our YouTube and Audio.com channels for other people to hear their insights.
- We were able to organize two workshops on the use of environmental data sharing tools and methods to use and review maps in .csv and .tiff formats available on our website and made step by step tutorials available on our website.
- We worked with local experts Tatiana Becker and Jeremy Granadillo to explore how blue carbon resources can be monitored and developed into blue carbon trading tools.
- We wrote a blue carbon report which was then used as input for a proposal for the government of Aruba and is now in the process of being developed into a pilot program.

Actual Outcomes:

- 2 training sessions
    - Working with Open Environmental Data workshop: How to access and make use of available tabular .csv data with a focus on air quality data, and GeoTIFF raster map data with a focus on mangrove maps in practicing how to convert pixel data into area measurements and monitor environmental changes over time.
    - Google Earth Engine Javascript to Python workshop: How to adapt GIS scripts to run on different locations and time periods, and adapt javascript code to python for automation and inclusion in a public database.
- 2 online tutorials
    - Using CSV and GeoTIFF data
    - Mapping Coastline using Google Earth Engine
- 14 ocean conversations
    - Video and audio of conversations linked here
    - Rik van der Vaart : head of the Aruba Regatta
    - Eric Mijts: from the University of Aruba SISSTEM program
    - Tobia de Scisciolo : from ScubbleBubbles, Turning the Tides, and the Academic Foundation Year program at the University of Aruba, he has written papers on micro plastic pollution on Aruba's beaches
    - Tatiana Becker: Marine Biologist and lecturer at the University of Aruba Academic Foundation Year program, she has done research on seagrass beds and mangrove forests in Aruba
    - Oriana Wouters: marine ecologist who worked on the plan for the marine park and the Directorate of Nature and the Environment (DNM), she has also researched blue carbon stocks in Aruba
    - Patrick van Brakel: from Aruba Lion Fish Hunters and Lion Fish Snack
    - Albi Valdez: currently active with Turtugaruba, formerly active with ScubbleBubbles and Lion Fish Hunters
    - Clifford Rosa: from Stichting Rancho, a historical fisher community, community organizer and previous boat captain
    - Raymundo Dijkhoff : maritime archeologist from National Archaeological Museum of Aruba
    - Jeremy Loefstok: body boarder

    - Nigel Maduro: student and activist, promoting “no more hotels”
    - Diego Acevedo: Researcher and engineer who worked on deep water energy, floating solar panels and desalination
    - Amber Riley: recently graduated expert in coral nutrient cycles
    - Taki (Frank Kelly): Ocean forager, chef, free diver and artist
- 1 report on Aruba’s blue carbon potential
  Report linked here

Participants in workshops:

1. Workshop 1: 4 women (2 < 30 y, 3 < 40 y, all under 50 y), 2 men (1 < 30 y, 1 > 65 y)
2. Workshop 2: 5 women (2 < 30 y, 3 < 40 y, 4 < 50 y, 1 > 50 y), 4 men (1 < 30 y, 2 < 40 y, 3 < 50 y, 1 > 50 y)

Social Media Reach:

- 21 social media posts, 3 reels and 21 stories on Facebook and Instagram, 2 on LinkedIN, 2 newsletters via Mailchimp
- Accounts reached between Oct 31-Jan 28
    - 1543
    - 169 engaged
    - Countries:
        - 46.6% Aruba
        - 12.5% Netherlands
        - 7.6% US
        - 2.4% Brazil
        - 2% Colombia
- Gender: 56.1% women, 43.8% men
- Age ranges
    - 0.7% 13-17
    - 7.4% 18-24
    - 35.9% 25-34
    - 36.8% 35-44
    - 12.8% 45-54
    - 3.8% 55-64
    - 2.2% 65+
- Post reach 1655 (844 followers, 811 non followers)
- reels reach 448, (414 followers, 214 non followers)
- stories reach 429 (234 followers, 15 non followers)

- were there modifications made to the initial objectives(s) and the factors that made such modifications necessary?

We had a large project that wrapped up in June and was extended to November with European Union Funding. This was our first time with such a large project which had a lot of administrative tasks, which resulted in a delay in the start date for this project.

The amount granted was less than initially applied for so the adjustment was made to focus on local experts and not to fly anyone over.

3) What difficulties were encountered and how were solutions found?

1. We had initially planned to host workshops focused on seafloor mapping including kayaking for image collection, but due to insufficient interest we ended up changing the focus of the training sessions. We received an extension until the end of January to complete the project.
2. We initially planned to have more of a large event with many stakeholders but found it hard to have everyone there at the same time, and instead chose to have in-depth

personal interviews with different people, and to share these talks to make sure that everyone had enough time to discuss their experiences and perspectives in detail.

4) As a result of the project what was UNESCO's visibility in the Member State?
    - depending upon the nature of the project, did the Member State publicize the activity by means of announcements in the media/radio/television and/or posters?

- We included UNESCO's logo in all of our communications including the banner of our website, on our videos and on our social media posts as well as in a template letter we used to send invites to more than 20 different ocean activists in Aurba.

    - was the public at large invited to participate or be present?
- The public at large was invited to be part of the workshops and the talks are shared publicly so the public at large can hear the conversations

    - were local non-governmental organizations implicated?
- We engaged members of a variety of NGOs including
    - ScubbleBubbles (interviewed members)
    - Museo Archeologico (interviewed members)
    - Stichting Rancho (interviewed members)
    - Aruba Lion Fish Hunters (interviewed members)
    - Aruba Regatta (interviewed members)
    - FPNA (shared blue carbon estimates)

5) Was the UNESCO Field Office consulted? Did it assist in the implementation of the project?

No

IV Were there or will be any follow-up ? Are there long-term plans as a result of the project?

Did this event reflect on what is needed in the Member State in coming years in the fields of: education, culture, communication, science and the social and human sciences?

- There is interest to replicate the workshops in particular the use of open environmental .csv and .tiff data formats during the Local 2030 Islands Network workshops in Hawai'i
- The collaboration with experts Tatiana Becker and Jeremy Granadillo will continue to improve the accuracy and replicability of the applied blue carbon remote sensing methods
- Some of the mapping process will also be shared in a program from the Stockholm Center for Resilience in Latin American and Caribbean region.
- The Government of Aruba will use some of the data on estimates of blue carbon ecosystems in the design of a pilot carbon trading program.

V Was the project also financed through other funding sources? Kindly explain.

No

VI Any other observations

VII STAMP, SIGNATURE AND DATE.

30-01-2024

C. Metz

Metabolic Foundation

Bijlage 5: Verantwoording PPP Leerorkest

CL/4372
Annex III

ANNEX III

PARTICIPATION PROGRAMME 2022-2023

FINANCIAL REPORT

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Country (or NGO) **Aruba**

Number and title of the request:

No. 2240117043 Exchange program Leerorkest Aruba (AUA) with conservatory in The Hague (NL) and in Ghent (BE)

In pursuance of 41 C/Resolution 48 and 39 C/Resolution 61 adopted by the General Conference concerning the principles and conditions governing the Participation Programme:

1. I hereby certify that the financial contribution of **US $ 20,000** received from UNESCO for the above request has been fully/partially* spent, in accordance with the purposes for which it was granted, as follows:

	US dollars
Conferences, meetings	$ 20,000.00
Seminars and training courses	
Supplies and equipment	
Study grants and fellowships	
Specialists and consultants – excluding staff costs	
Publications, periodicals, documentation, translation, reproduction	
Bank charges	
TOTAL	**$ 20,000.00**
Unspent balance to be returned to UNESCO	-

2. I undertake to keep **all supporting documents (receipts, contracts, invoices, etc.)** relating to the use of this financial contribution for a period of five years following the end of the biennium concerned and to make them available to UNESCO upon its request or upon that of its external auditor. Otherwise, any unjustified amounts shall be repaid to UNESCO.

3. I enclose a bank statement indicating the receipt of funds in local currency.

Date	Name, stamp and signature (**)	Name, stamp and signature (**)
31 JAN 2024	Suhail Zaandam	Marushka S. Tromp

Aruba National Commission for UNESCO

* Delete as appropriate.
** Both signatures and stamps are required.

Exchange Program Leerorkest Aruba (AUA) with conservatory in The Hague (NL) and Ghent (BE)

Bijlage 6: Verantwoording PPP HCLF Impact Camp

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Annex III

ANNEX III

PARTICIPATION PROGRAMME 2022-2023

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Country (or NGO) Aruba

Number and title of the request:

No. 2240117045 Impact Camp

In pursuance of 41 C/Resolution 48 and 39 C/Resolution 61 adopted by the General Conference concerning the principles and conditions governing the Participation Programme:

1. I hereby certify that the financial contribution of **US $ 16,000** received from UNESCO for the above request has been fully/partially* spent, in accordance with the purposes for which it was granted, as follows:

	US dollars
Conferences, meetings	$ 8,500.00
Seminars and training courses	
Supplies and equipment	$ 1,500.00
Study grants and fellowships	
Specialists and consultants – excluding staff costs	$ 5,000.00
Publications, periodicals, documentation, translation, reproduction	$ 1,000.00
Bank charges	
TOTAL	**$ 16,000.00**
Unspent balance to be returned to UNESCO	-

2. I undertake to keep **all supporting documents (receipts, contracts, invoices, etc.)** relating to the use of this financial contribution for a period of five years following the end of the biennium concerned and to make them available to UNESCO upon its request or upon that of its external auditor. Otherwise, any unjustified amounts shall be repaid to UNESCO.

3. I enclose a bank statement indicating the receipt of funds in local currency.

Date	**Name, stamp and signature (**)**	**Name, stamp and signature (**)**
31 JAN 2024	Suhail Zaandam	Marushka S. Tromp

Aruba National Commission for UNESCO — UNESCO

* Delete as appropriate.
** Both signatures and stamps are required.

Impact Camp

Bijlage 7: Kerntaak Secretariaat van de UNESCO

Binnen de staatsrechtelijke verhoudingen van het Koninkrijk komt Aruba alleen in aanmerking om geassocieerd lid van de UNESCO te zijn. In oktober 2022 heeft Aruba 35 jaar als geassocieerd lid van de UNESCO gevierd. UNESCO schrijft voor dat op nationaal niveau met een Nationale UNESCO Commissie (NUC) dient te worden gewerkt. De NUC dient ondersteund te worden door een secretariaat. Het secretariaat van de NUC Aruba ressorteert sinds 1 januari 2022 onder de minister van Financiën en Cultuur. In het dienstjaar 2021 ressorteerde het secretariaat van de NUC Aruba onder het Ministerie van Onderwijs, Wetenschap en Duurzame Ontwikkeling. De werkgebieden van de UNESCO zijn ministerie overstijgend en er wordt verwacht van een NUC dat dit uitgangspunt wordt meegenomen in de werkwijze.

Conform zijn formatierapport heeft het secretariaat de volgende kerntaken:

1. het geven van secretariële ondersteuning aan de NUC Aruba in de ruimste zin;
2. het bijwonen van de vergaderingen van de NUC Aruba;
3. het namens de NUC Aruba coördineren van projecten die een subsidie van UNESCO hebben ontvangen;
4. het ten behoeve van de NUC Aruba administreren en controleren van de projecten en uitgaven;
5. het fungeren als aanspreekpunt voor de NUC Aruba in het algemeen, maar zeer in het bijzonder in de regio;
6. het coördineren en implementeren van de programma's van UNESCO op werkterreinen van UNESCO



Bijlage 8: Overzicht Geratificeerde Verdragen en Protocollen in het Koninkrijk

[A] Caribbean part of the Netherlands (the islands of Bonaire, Sint Eustatius and Saba)

Conventie	Nederland	Aruba	Curaçao	Sint Maarten
Convention for the Protection of Cultural Property in the Event of Armed Conflict	14 januari 1958	-	-	-
Protocol to the Convention for the Protection of Cultural Property in the Event of Armed Conflict	14 Oktober 1958	-	-	-
Convention against Discrimination in Education	25 March 1966	1 January 1986	10 October 2010	10 October 2010
Convention concerning the International Exchange of Publications.	21 November 1975	1 January 1986	10 October 2010	10 October 2010
Convention on Wetlands of International Importance especially as Waterfowl Habitat.	23 May 1980	16 January 1986	12 October 1983	12 October 1983
Universal Copyright Convention as revised on 24 July 1971, with Appendix Declaration relating to Article XVII and Resolution concerning Article XI	30 August 1985	-	-	-
Convention concerning the Protection of the World Cultural and Natural Heritage	26 August 1992	16 March 1993	10 October 2010	10 October 2010
Convention for the Protection of Producers of Phonograms against Unauthorized Duplication of their Phonograms.	7 July 1993	-	-	-
International Convention against Doping in Sport	17 November 2006	10 October 2010	10 October 2010	10 October 2010
Second Protocol to the Hague Convention of 1954 for the Protection of Cultural Property in the Event of Armed Conflict	30 april2007	-	-	-
Convention on the Recognition of Qualifications concerning Higher Education in the European Region	19 March 2008	-	-	-
Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property.	17 July 2009	-	-	-
Convention on the Protection and Promotion of the Diversity of Cultural Expressions	9 October 2009			
Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Latin America and the Caribbean	10 October 2010 [a]	1 January 1986	10 October 2010	10 October 2010
Convention for the Safeguarding of the Intangible Cultural Heritage	15 May 2012	15 May 2012	29 july 2016	21 may 2014

Voor een volledig overzicht van alle conventies en protocollen zie: [Netherlands - Convention | UNESCO]

Bijlage 9: Overzicht UNESCO International Days

January
14 January - World Logic Day
24 January -
International Day of Education
World Day for African and Afrodescendant Culture
27 January - International Holocaust Remembrance Day[
February
11 February - International Day of Women and Girls in Science
13 February - World Radio Day
21 February - International Mother Language Day
March
4 March - World Engineering Day for Sustainable Development[9]
8 March - International Women's Day
14 March - International Day of Mathematics
20 March - International Francophonie Day
21 March -
World Poetry Day
International Day for the Elimination of Racial Discrimination
International Day of Nowruz
22 March - World Water Day
April
5 April - International Day of Conscience
6 April - International Day of Sport for Development and Peace
15 April - World Art Day
23 April - World Book and Copyright Day
30 April - International Jazz Day
May
3 May - World Press Freedom Day
5 May -
African World Heritage Day
World Portuguese Language Day
16 May -
International Day of Light

International Day of Living Together in Peace
21 May - World Day for Cultural Diversity for Dialogue and Development since 2002
22 May - International Day for Biological Diversity
June
5 June - World Environment Day
8 June - World Oceans Day
17 June - World Day to Combat Desertification and Drought
July
7 July - Kiswahili Language Day
18 July - Nelson Mandela International Day
26 July - International Day for the Conservation of the Mangrove Ecosystem
August
9 August - International Day of the World's Indigenous People
12 August - International Youth Day
23 August - International Day for the Remembrance of the Slave Trade and its Abolition
September
8 September - International Literacy Day
9 September - International Day to Protect Education from Attack
15 September - International Day of Democracy
20 September - International Day of University Sport
21 September - International Day of Peace
28 September - International Day for the Universal Access to Information
October
5 October - World Teachers' Day
6 October - International Geodiversity Day
11 October - International Day of the Girl Child
13 October - International Day for Disaster Reduction
17 October - International Day for the Eradication of Poverty
24 October - United Nations Day
27 October - World Day for Audiovisual Heritage
November
First Thursday of November- International Day Against Violence and Bullying at School including Cyberbullying
2 November - International Day to End Impunity for Crimes against Journalists
3 November - International Day for Biosphere Reserves
5 November -
World Day of Romani Language

World Tsunami Awareness Day
10 November - World Science Day for Peace and Development
Third Thursday of November - World Philosophy Day
14 November - International Day against Illicit Trafficking in Cultural Property
16 November - International Day for Tolerance
18 November - International l Day of Islamic Art[20]
25 November - International Day for the Elimination of Violence against Women
26 November - World Olive Tree Day
29 November - International Day of Solidarity with the Palestinian People
December
1 December - World AIDS Day
2 December - World Futures Day
3 December - International Day of Persons with Disabilities
10 December - Human Rights Day
18 December -
International Migrants Day
World Arabic Language Day

Bijlage 10 Nationale Beleidsprioriteiten Expertise-Sectoren 2022-2023

Onderwijs	Cultuur	Sociale Wetenschappen	Natuurwetenschappen	Communicatie & Informatie
Bevordering opbouw 'Education Networks' Intensivering van de samenwerking binnen de bestaande onderwijs netwerken van de UNESCO: -ASPnet voor het lager en voortgezet onderwijs; -Unesco Chairs en Unitwin Networks voor de UA en IPA; - UNEVOC voor het EPI en EPB.	Waarborging Implementatie cultuurverdragen: • Immaterieel Cultuur Erfgoed • Onderwater Cultureel Erfgoed	Waarborging Implementatie verdrag Anti-Doping	Bevordering en agendering van wetenschapsbeoefening in de onderwerpen gerelateerd aan Small Island Developing States (SIDS)/Large Ocean State (LOS) waar onder: -Klimaatverandering in brede zin; -'oceaan science'; -'natural disaster management and preparedness; -'sustainable tourism'	Bevordering van activiteiten op de thema's: - *Documentair en digitaal erfgoed* (via het "Memory of the World"-programma: MoW), -*Open toegang tot kennis en informatie* (via het "Information for All"-programma: IFAP); - en *Open toegang tot educatieve materialen* (ten dienste van het "Open Educational Resources"-initiatief: OER).
Agendering Onderwerp 'Future(s) of Education' met speciale aandacht voor onder andere: -digitalisering; -de toepassing van Artificiële Intelligentie, -Onderwijs ten dienste van wereldburgerschap en duurzame ontwikkeling	Cultuureducatie conform afspraken binnen het Vierlanden Overleg	Bevordering van onderzoek en activiteiten inzake de onderwerpen aan: -mentale gezondheid; -de effecten van sport; -effecten van geweld in brede zin, waaronder bullying; -inclusie van mensen met beperkingen;		Bevordering mediawijsheid in het onderwijs en in de samenleving
Kennisdeling en agendering van taalbeleid waarin de moedertaal en meertaligheid centraal staan.	Expertise bevordering 'Heritage Industry and Orange Industry	Bijzonder aandacht voor het onderwerp 'vrede' binnen de context van de uitdagingen in deze tijd.		Agendering van het onderwerp mediabeleid in brede zin, waaronder de volgende onderwerpen: -mensenrechten en vrijheid van meningsuiting; -bescherming van journalisten; -vorming en professionalisering van journalisten; -toepassing van instrumenten door de verschillende stakeholders: wet-en regelgeving, subsidies etc.

		Jeugdparticipatie met speciale aandacht voor: -vergroting diversiteit doelgroep met onder andere artiesten, atleten, entrepreneurs, influencers; -ontwikkeling van een duurzaam platform dat kan dienen als klankbord en adviserend kan optreden		

Bijlage 11: Building Hopeful Futures

A unique collaboration of four Aruban UNESCO schools 1-3

Loek Schoenmakers, Ph.d.; Nora Eleonora

In March 2023 a unique project started, funded by UNESCO, to strengthen the participation of the four UNESCOs chools at the island Aruba. Based on social constructionist thought the four schools collaborated to make not only plans for their future cooperation, but also to build strong relationships between teachers, students and parents. We have written a serie of 3 short articles.

In the 1. article we will describe the foundation of the projects and some practical ideas, to put social construction in to action. In the 2. article we will go more in depth to talk about our experiences, based on social construction to build strong Vision within the schools, to improve the sustainability for change and future actions. In the 3. Article we will go more in depth how we have worked to establish an increasing parental involvent, in the Unesco communities of the 4 schools. I may be clear that we ground our transformative change work on social constructionis theory not to confuse by social constrictivism.

In this 1.-3 article we describe the foundational thought based on social construction to establish transformative change processes which may be inspirational for others within the UNESCO ASP network.

See for selected resources for further reading.

Context

Within the UNESCO Participation Project at the island ARUBA, which took place januari 2023, the school staff of Princes Amalia, EduCampus, The International School of Aruba (ISA) and Colegio Hillario Angela, co-created many ideas for keeping the strong colllaboration powerful for the coming years.

Based on the ideas of social construction, all staff members of the 4 schools were invited to think about Future plans. This thinking together – the meaning making *proces* - resulted in many creative ideas. *This proces of collective meaning making* is very important. By doing so, we transformed the human (individual capital) of each staf member into social capital – the mutual strength or potential of the four schools.

Social constructions seems to give a strong foundation for establishing sustainable ánd transformative processes.



Social construction, what are we talking about?

Constructionist theory and practice locates the source of meaning, value and action in the relational connection among people.
It is through relational processes that we create the world in which we most want to live and work.
Social constructionist dialogue – of cutting edge significance within the social sciences and humanities – concerns the processes by which humans generate meaning together.
The focus is on how social groups and the relational practices within those groups create and sustain beliefs in the real, the rational, and the good.
We recognize that as people create meaning together, so do they sow the seeds of action.
Meaning and action are entwined.
As we generate meaning together we create the future.[5]

Social constructionism can be seen as a movement in the social sciences[6], a theoretical orientation[7] that focuses on human making sense of and giving meaning to their environments. It characterises the creation of meaning through dialogue and collaborative activities [8]. It emphasises the importance of coming together to create shared images without sacrificing

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[5] www.taosinsititute.net
[6] Gergen, 2017
[7] Burr, 2007
[8] Gergen & Gergen, 2004

the individual's individuality. Social processes - the relational dimension - play a prominent role. Hosking and McNamee[9] stress that social constructionism should not be seen as a methodology or particular techniques, but rather as an orientation or way of thinking or even a way of being - a way of engaging with the world that centres dialogue and multiplicity - an orientation that gives new meaning and value to "ongoing and open dialogues". Social constructionism, they say, is both a theory about theories and also an orientation towards social practices and what these social practices sustain, produce and change. There is no single definition of what social constructionism is.[10]



Social constructionism, which continued to develop within the social sciences from the 1950s onwards, assumes that people each have their own worldview. The central thesis of social constructionism is that an objective (social) reality does not exist, but is constructed by the people who are part of it. This makes humans subject and object in their own reality. This has important implications for what the organisation is as a system and how it can be changed. It has important implications for research

"Characteristic of the social constructionist perspective then is that these signifiers do not develop "within" the individual (the hermit hypothesis), but in the interactions between individuals. The basis of the meaning-making process is experiencing events in the organisation or within research (e.g.: the announcement of a formal change process), discovering or summarising patterns (in interaction with others) and giving meaning to these patterns. The "objective reality" thus does not exist; in their mutual interaction, people develop reality-constructions that one experiences locally and in that interaction there as "true".[11]

Six assumptions are crucial

It is through relational processes that we constantly create a world in which we (want to) work, learn and live.

Whatever I call it or characterise it, it is not determined by the object itself (the bottle) but will grow out of a set of relationships I am involved in, a community I am part of, traditions that are there.[12]

Nothing is real until people agree on it

Meanings we give to reality come from our relationships. In the interactions between people[13]. The value they have/get is determined by their usefulness. We live in a world of meaning-making. We understand and value this reality and ourselves based on our personal history and shared culture.



Meanings are historically and culturally bound

Knowledge of reality is historical, socio-culturally specific and context determined.The way we normally understand reality, the categories and concepts we use are historically and culturally bound. Where and with whom we are or live, and when that took place or takes place, determines meaning-making.

(Inter)Action is directly linked to these signifiers

We (inter)act primarily on the basis of what we consider to be reality, rational, plausible and good. Without these signifiers, very little would be worth doing anything. Traditions or agreements once made, certain ways of thinking,

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[9] Hosking and McNamee, 2006
[10] Gergen, 2015, Burr, 2007
[11] Hosking and McNamee, 2006, p 23
[12] **Gergen, Youtube, 2010**
[13] Burr, 2007

determine and maintain the meaning we give. "Something" acquires meaning only when we agree on it together. From that meaning, we work on and arrive at actions based on that meaning we give in our social groups. Joint action, going on together, that is where shared versions of knowledge are constructed or made through interactions.

Knowledge and social action go hand in hand

From meaning, actions arise: people's actions. That action is determined by that knowledge, and sustained by it. New knowledge arising from social actions can in turn lead to different or new actions. So they influence each other.

★★★★★★★★★★

Appreciation
working from the appreciative stance

Building bridges
connecting with the other and the otherness, connecting with reality

Collaborative relating working together based on the collaborative stance

Dialogical practices talking together based on the dialogical stance

★★★★★★★★★★

Words make worlds

Through language, we express reality and can use (new) language to make a future: words make reality. Language is a form of social action. What is interesting is the idea that language is not only seen as a means of re-presenting reality, but adds that language can also make reality. Language thus acquires meaning not only from what something is, but rather from what we make of it. The meaning of words comes from what Wittgenstein calls language games. Daring to step away from traditions opens up new possibilities.

Language can be seen as social action because people use language expressions within their social contacts that have practical consequences for action as well as connecting them at the same time. So social constructionism is very curious about language

The future is to be created by us - together

We construct the world.[14] New meanings of reality are possible. We are not possessed and are not bound to the past. We could banish or dissolve non-working or dysfunctional ways of living, and together create new alternatives. Sustaining what is of value, or creating new futures, requires participation within our relationships. When we damage or destroy relationships, we lose the capacity to maintain/sustain ways of living and to create new futures. When worlds of meaning meet, creative outcomes can emerge. New forms of being in relationship, new realities, and new possibilities can all emerge. When worlds of meaning-making are in conflict with each other, this could lead to separation and aggression, thus undermining relationships and their creative potential. Through creative care of relationships, perhaps destruction and conflict can be reduced or transformed. (Gergen, 2014)

Implications for transformative change processes- implications for our project

Choosing social construction as basement for our change processes helps to make the proces transformative. Too often we put lots of efforts in change processes, which not always lead to transformative change. As described in *Happily Different*[15], a reconstruction of a huge transformative educational change proces in Suriname, South America, four elements (ABCD) seems to be crucial for feeding this transformative change process. In our project we used these four elements as constant guiding principles.

★★★★★★★★★★

Words make Worlds

★★★★★★★★★★

It may be clear that when we focus on relational processes, as social constructionism does, we need to centralise people and their ongoing interactions in the change processes. This pleas for an relational orientation in stead of a individualistic orientation. It is exactly this relational focus which opens many opportunities to make the process transformative.

Centralising on people an establishing strong change processes urges us to use voice and influence of all-in the process. When people are valued, seen and heard they will be more motivated to collaborate in the process and make wished futures reality. It is this where we – in our project – are building hopeful futures together! The interesting thing is that while focusing on the relational. People will connect, will be more open to differences and from this strong relationships are build which make the proces more sustainable.

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[14] Gergen and Gergen, 2004
[15] Schoenmakers, L. 2014

From the findings of the reserach process Happily Different four elements were detected:

A Appreciation

Using the ideas of Appreciative Inquiry, which are built on social constructionist thought, is crucial as a red thread. Emphasizing possibilities and positive values generates powerful, transfromative energy. Within this change process it means that the problem language shifts towards possibility language. Centering these language practices in what people do together in certain situations has significant meaning for what they construct. In *the I Believe In You! process*[16] it meant that language practices were slowly changing into practices in which people started to talk about hope, possibilities,chances,strengths, enthusiasm, happiness - a reality of possibility was constructed. By working from the AI thought the process became an inclusive one for all, one which engaged all parties in co-constructing the wished for, positive future.

B Building Bridges

From the appreciative stance, seeing differences as possibilities rather than problems helps us to build bridges, to connect with the other(s). In doing so, one of the by-products is a sense of future which is not experienced as threatening. Building bridges must be seen as a verb; we need to be constantly active in building and maintaining these bridges. Too often people think that this happens automatically. Maintenance often happens too late when these bridges collapse and we are asked as consultants or advisors to fix them. But based on social construction we can centralise these relational processes in our projects.

C Collaborative Relating

Change processes occur in many situations where people are doing things together. These performances require the *relational other*. *How* we do things together determines highly the impact of what we will achieve. Collaborative practices have this extra dimension when we approach them from the relational view. Here,[17] collaboration is seen as a life style and seen as a deliberate and purposeful way of relating which is simultaneously flexible and responsive to others. Again, it is the appreciative stance which invites others to contribute and participate in their own ways, without judging who should contribute what and to what level. Andersen (2008) speaks in her work about the collaborative relationships in which we connect, collaborate and construct with each other.

D Dialogical Practices



Communication, and therefore dialogical practices as a way of communicating, has been another important feature in generating sustainable, transformative change. Communication can be seen as a way of people doing something together.[18] Like the collaborative practices, dialogical practices have many forms. By influencing each other we generate new meaning or knowledge. This is exactly where I think dialogical practices showed their strengths in the change process. Co-creating of meaning and co-constructing of new understandings, co-creating of common sense, and where the constructionist literature speaks of co-creating something new, which we call transformation.

Back to practical implications in our project: what did we do?

There is a lot to say about social construction, for further reading we refer to the selected resources at the end of this article. In our project we used social construction as starting point for our activities. In this article we will briefly set out some of these activities with some helpful tips.

Tip 1 Inviting all community members

[16] Schoenmakers, L. 2014
[17] London, St George & Wulf, 2009, p. 1
[18] McNamee, 2008a

One of the goals was to empower the collaboration of the four schools. When we want to build a sustainable future, using UNESCOs mission and vision, we need to invite all people of the community to talk about this future. So from the start it is important to:



- *Dialogue with a variation of members about the subject of change.*

  This increases from the start that we are working at meaningful issues which can improve the working, learning an living context of in this case the four schools communities.

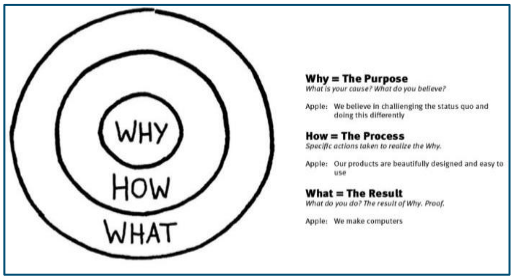
- *Be open for the unexpected.* In stead of a fixed, detailed plan, we wereholding our approach lightly. Still we wanted to find ideas for building the future together, using what we prepared, but… it is so crucial to get loose of planned and prepared activities in the moment, when suddenly new ideas appear. Improvisation is important.

- *Using a solution and future oriented language*. As explained Words make Worlds or reality. So being aware of the use of language as transformative mean,is important. So we were open for problems, or limitations, but from this we put most time and focus an sulution, chances and opportunities.

- *Inviting participants as change agents.*

  During the process and weeks we were open for feedback, idead, improvements of all involved. By doing so the proces becomes strong, because people feel seen and heard, and experiences thier voice is valued.

Golden circle, Sinek



We used the idea of the Golden circle as a structure. Sinek emphasizes in his work that we need to talk about the Why? In stead of starting with the How and What in change processes. The challenge in our projects was to invite as much voices as possible to talk about the Why and the future collaboration. We used the World Café as a collaborative activity. All members, almost 90 people, of the schools were invited for a central meeting. After some "getting to know eachother activities", energizers, we started the worldcafé in 3 rounds, while all the participants were divided and mixed in small group tables. After a brief introduction of the purpose of the excerzise three questions were discussed:

1 Why do we want to collaborate in future?
2 How can we collaborate at th ebest in future?
***3 What activities can we collaborate on*?**

In three rounds of each 20 minutes they collaborated and dialogued about the questions. After 20 minutes they changed tables and discussed further about the next question, using previous notes of the previous group.

In the end there was a plenary closing using ther technique of Walking Gallery. All the lipovers were presented at walls as a gallery, participants walked around and a new dialogue and mutual meaning process started.

A small group was selected at th end to co create one Why, How and What for building the future. We agreed that in the coming months each school team would discuss this concept, in the end there was one final document which will be used as

Tip 2 Select collaborative activities, embracing diversity

As written it is important to invest IN the proces in establishing *strong relationships*. We carefully selected collaborative activities for getting to know each other, and to invite as many people to talk and exchange their thoughts and ideas. Using polyvocality is an important aspects of social constructionist thought. In hese current times it seems that people are not always used anymore tob e open and curious for the other voice. We invited participants to be constantly aware about their own assumptions, fixed mindsets and the taken for granted ideas and invited them tot hink and speak out of the box and embrace every expecience, idea or answer in appreciative ways.

★★★★★★★★★★

More ideas how to invite diversity and strive for incusivbity in the change proces…
go to
https://www.liberatingstructures.com/

★★★★★★★★★★

Tip 3



Document results, activities, making participants responsable

The aim of the project was to create new ideas, visions of the wished future in working together as a strong force. One of the challenges was to keep data so that they could be used for creating mutual understood documents. So we worked with video, post-its, pictures and work sessions to create these documents. Important is to make people themselves responsible. So we invited participants to take responsible and write these texts themselves, share the concept documents in little groups- and team meetings for improvement.

Because we used social construction and the idea of building trustful relationships based on their own local needs and ideas, it was easy to make people responsible for these tekst, they were highly motivated.

Results of this project

In this project we worked both at proces and content level. Teaching participants the understanding of Social Construction and the basic assumptions, and from this experiences this in establishing relational processes helped to be fruitful in the end.

The whole proces resulted in a shared vision, based on the golden circle of Sinek, in which we co created a shared vwison of future collaboration the Why?), the strategies to be used (the How?) And the realisation ot this al in activities (the What?). Besides this the appreciative process generated lots of energy and positive commitment to make this co-created and wishful future to become true. The most important issue from know is to feed these processes by using Appreciation, Building bridges, Collaborative relating an dialoging practices to feed these processes, make then sustainable and transformative at the same time.

We hope that this article has given some inspiration about social construction as foundation for transformative change processes. Simply by re-humanising these processes and centralising relational processes. In the next article we will describe our process of building Vision Together.

Selected resources

★★★★★★★★★★

Result of the Why?

To make our students good citizens!

In the end we collaborate, share knowledge, connect and create *togetherness* as one family, to support our students in their learning and life experiences.

To create life long learners.

Our students are the Future.

We are supporting our students to be the best future.

Our students become change makers, Change agents.

Making them great citizens of the world!

★★★★★★★★★★

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https://www.academia.edu/35671149/Happily_different_Loek_Schoenmakers_PhD.pdf

Bijlage 12: Kiss the Vision Awake

A unique collaboration of four Aruban UNESCO schools 2-3
Loek Schoenmakers, Ph.d.; Nora Eleonora

In March 2023 a unique project started, funded by UNESCO, to strengthen the participation of the four UNESCOs chools at the island Aruba. Based on social constructionist thought, the four schools collaborated to make not only plans for their future collaboration, but also to build strong relationships between teachers, students and parents. We have written a serie of 3 short articles as a result of the project.
In the 1. article we describe the foundation of the project and some practical ideas, how to put social construction in to action. In the 2. article we will go more in depth and practice how to build a strong Vision within the schools, to improve the sustainability for change and future actions. In the 3. Article we will go more in depth how we have worked to establish an increasing parental involvement, in the Unesco communities of the 4 schools. It may be clear that we ground our transformative change work on social constructionist theory not to confuse by social constructivism.
In this 2.-3 article we describe how we worked with the schools how to renewed the schools vision an integrate UNESCO's mission and vision in this. The activities are based on social constructionist theory as outlined in the first article How to build Hopeful futures together.

Context

Within the UNESCO Participation Project at the island ARUBA, which took place januari 2023, the school staffs of Princes Amalia, EduCampus, The International School of Aruba (ISA) and Colegio Hillario Angela, co-created many ideas for keeping the strong colllaboration powerful for the coming years. Based on the ideas of social construction, all schools could think about relevant topics to work on. Based on the social constructionist thought (article 1) it is important to give participants *voice and influence* from the start of a change process. By doing so they connect with the proces, which is important because in the end the result of the vision will influence their daily work and conversations in schools.



During one of the meetings two schools decided to take the opportunity to work on their school vision and to integrate some of the Unesco ideas. The aim was to collaborate on what possibilities their would be to integrate UNESCO's vision in Aruban set vision by the government.
Often schools visions are frozen, dusty, static documents. A small group of teachers has worked on it in the passed years, and meanwhile new teachers have entered the building , who have not being part of it. Due to the many tasks and the daily turmoil, the vision is put to sleep – simply said, put in the cabinet and locked. The vision is not really alive anymore, is put asleep.
The other thing which was important in this project is that teachers are practitioners. Very easy they put things concrete in action but….often a kind of mutual and deep understanding misses or is given to less attention. In the Unesco projects this often leads to wonderfull projects, but when we look more precisely to it , these projects are not realy connected to the schools vision, and become therefore less sustainable at the long term. This is exactly why we think this article could awaken our important work within the UNESCO projects. It might be helpfull to re-think the own vision and find some practical activities for how to do so.
From a static to a living vision

As written, often a vision in schools is an obligation – a must have - "from above", something we need to have because school inspection will ask for it, or otherwise. And as we often see, from *this sense of obligation*, school leaders or the management staff will start to write these documents, cut and paste it from other documents, discuss it shortly with the teacher staff, put a signature on it, anchor it, as written-in-stone for the future.



Of course we are aware that we exaggerate this a little, the reality is more divers and of course there are schools who do it totally different and who are more succesfull in this. The best way in working with school vision is to co-create this vision with the school community, giving voice to many, establishing meaningfull processes, to bring it to live and…keep it alive.

Therefore we approach vision in this article, and in this project, as dynamic, living visions. They come alive in daily practice, in daily communication. In fact they come alive in the daily thinking and doing of all. Again social constructions offers a strong foundation to use relational processes – the ongoing interactions – to create and sustain such visions. The first article in this serie gives more background about social construction. It's people in schools who should live the vision. They make it come alive!

The danger of just doing nice things for the short term

Unesco offers so much inspiration, and so many important issues to work on. The danger is, when we do not anchor these activities in a collective, supported vision, that we linger in doing just nice things at the short term. A vision in which we integrate UNESCO's elements, and where schoolmembers have dialogued and collaborate about it, opens up more opportunities for the sustainability at the long term. As long as we keep dialoging, collaborating and feeding this vision, it stays alive. The first start however is to bring the vision back alive. The metafor of snowwite helps: Kiss the vision awake…

Kiss the vision awake

After many years of efficiency improvement, cost reduction and remediation, school organisations are now focusing on deeper questions such as: why do we actually exist? What do we stand for? Where do we want to go? What are our unique qualities? Answering these questions requires a vision. A vision binds people and gives direction. It is a source of energy and contributes to increased effectiveness. It is the beating heart of an organisation. But what exactly does vision mean? How do you develop a vision? And above all, how do you bring a vision to life within an organisation? In this article we try to show how to successfully develop and realise a vision and how to create commitment and support within the school organisation.

What is a vision?

A vision is the umbrella term for both the vision of the future and the basic philosophy of an organisation. A vital vision is the soul and beating heart of an organisation's culture. To fulfil this function, a vision must be genuine and balanced. Only then a culture can emerge, that has sufficient depth and diversity to be energetic and effective. We used the work of Van Loo & Geelhoed[19] as an important inspirational source.

They developed a four-part for creating a vision, which excists of the following elements:

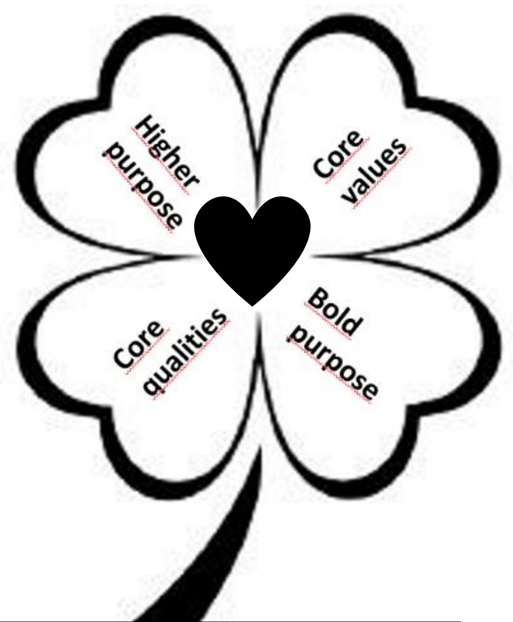
- *Core values: what an organisation stands for;*
- *Higher purpose: why an organisation exists;*
- *Bold goals: where an organisation is going;*
- *Core qualities: where an organisation excels.*

[19] Van Loo & Geelhoed (2009). Kus de Visie Wakker

This four-part were used for the preparation of excersizes during two days of training. The excerzices were based on social constructionist thought where the four elements, namely *Appreciation, Building Bridges, Collaborative Relating and Dialoging practices*, as described in the first article, where the leading guidelines.

In our opinion we think we need to co-create such a vison in collaboraton with all relevant partners, especially those who need to work ,based on this. Again centralising the relational processes leads to a collective meaning giving and construction of such a vision and will give more garantee that it will be embraced and used.

But of course that is not enough. As soon as the vision is collectively created it needs to be watered, feeded. Van Loo & Geelhoed (2009) describe in their work a proces with different phases:



Awakening	Ignite	Orienting	Discovering	Unfolding
The phase when people are awakened by deep feelings of need or of excitement.	The energy generated by going through the previous phase must be ignited. This is done by involving people who believe in the proces.	People need to look at the various possibilities.	The vision is discovered and formulated.	The newborn vision forms a vital force within the organisation

To summarize

- We used social construction as the foundation for our handling and thinking
- Four elements were the guiding principles for estabishing relational processes: Appreciation, Building Bridges, Collaborative Relating and Dialogical practices
- Fourt-part formed the structure of the created vision:
    - *Higher Purpose*
    - *Key Values*
    - *Core qualities*
    - *Bold Goals*
- The final vision is the beating heart of the school organisation.

Let's look at the concrete activities. We will   describe the activities we executed during the training days. Perhaps they will be helpfull for your own vision project.

Steps and activities

Opening

We started with some energizers, creating a nice, safe and open atmosphere. The two staffs of the two different schools didn't know eachother very well. We chose excerzises which make fun and break the ice. Furthermore we talked about the importance of having an energetic vision, whihc functions as a compas for future activities. In this case: activities based on UNESCO ideas.



We will describe briefly the four sessions for awakening the new vision

Checking in (15-20 minutes)

1 Walk around in the room
2 when you here a clapping hand form the facilitator make a pair of 2 and talk about: wjat did you eat this morning?
3 Walk around, opay more attention and say hello, look friendly
4 Clapping hand: stop, make a pair and talk about: what do you expect today?
5 Walk around, pay even more attention say, greet each other by a high five, a handshake or whatever,

Session 1 : Co creating the Higher Purpose



In this session the purpose was to think about the central question: why do we excist as a school?

9xWhy? 20 minutes

We started with a Liberating structure: the 9 why's (20 minutes). Participants were asked to make pairs of two. A interviews B for 10 minutes with the question: why do we excist as a school? After each answer A would ask B: Why? And will repeat this after every answer 9 times to go more in depth. After this the pairs would change their roles B would interview A 9 times why. Notes were made on post-its/sticky notes. More information go to: https://www.liberatingstructures.com/3-nine-whys/

Short information session 10 minutes

The facilitator gives a short presentation about the UNESCO VISION and Mision. Particpants are asked to make notes what they find important.

Dialogue in groups of 4 (20-30 minutes)

New groups of 4 were made. They would use there collective knowledge and discuss the question: when you will return to your staff, what do you want to bring in the discussion when the topic is the Higher purpose? Again new notes were made to take it later in the team discussion.

Staff discussion (30- 45 minutes)

All groups went back to their original staff, because we were working with two school staffs at the same time. In this staff discussion the school leader would lead the discussion: what do we want to take into our Higher propose? Notes were made at a large flipover.

Break: time for tea and coffee.

Session 2 Co creating- the Key Values



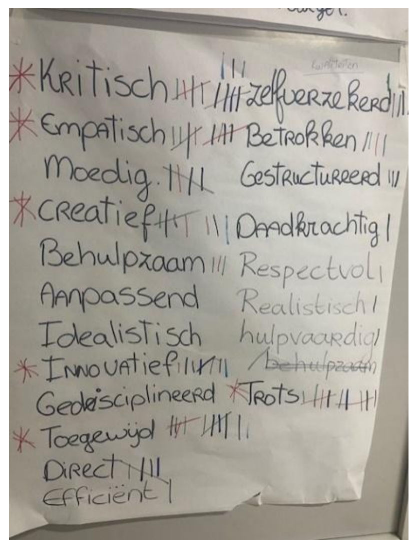
After the break we worked further on the topic Key Values.

Presentation - 10 minutes
The facilitator introduces shortly the topic of Key Values. What are our values? What are the values of Unesco? What values do we want to take in our renewed vision.

Key values: what an organization stands for

- Deeply held beliefs that state what the members of an organization believe is right and of essential.
- Values in organizational context are pa. customer-centric, entrepreneurial, innovative, responsible for results, progressive, leading, continuous improvement of quality, open, communicative, team-oriented, results-oriented and integrity.

Interviews in pairs of two: what Precisely…? (2x15minutes)
Again new pairs were created, and asked to interview using the following questions:
What value exactly do you consider as an important key value in your teaching/ in education?
What exactly should I imagine this key value to be, tell me more....?
What exactly is this key value important to you?



At the end each partner makes a list of the discussed values.
Staff discussion (30 minutes)
Al participants go back tot heir orginial school staff. The schoolleader will lead the discussion to talk about the discovered key values. After meaning making: what do we mean by …. The staff will choose 4-6 key values. Then again the staff will talk about what do we mean by this value.
The 4-6 values are be noted at the flipover.

Session 3 Co creating the Core qualities (30 minutes)

After break we started the 3. Session in which we focus om important core qualities.
Core qualities: where do we excel?

- Identify what an organization is extremely good at, where it excels.
- Core qualities are deeper qualities, gifts or strengths that characterize an organization and that lead to superior performance.
- When people are valued for what they are good at and encouraged to continuously improve their qualities, they (and therefore the entire organization) will be motivated and have the energy to perform better.

Starting point (10 minutes)
The core values were all printed single, and put around the floor. Participants were given 10 minutes in silence to walk and shop around and to find 4-6 core qualities.

Acceptance	Fulfillment	Playfulness
Achievement	Fun	Popularity
Adventure	Generosity	Power
Athleticism	Gratitude	Religion
Authenticity	Grit	Resilience
Beauty	Growth	Respect
Balance	Health	Romance
Bravery	Humor	Safety
Challenge	Independence	Security
Clarity	Integrity	Self-Expression
Community	Intelligence	Sensuality/Sexuality
Creativity	Intimacy	Service
Curiosity	Kindness	Simplicity
Discovery	Joy	Solitude
Diversity	Leadership	Spirituality
Empathy	Learning	Teamwork
Enthusiasm	Loyalty	Trustworthiness/Truth
Ethics	Mindfulness	Usefulness
Expertise	Nature	Warmth
Family	Openness/Open-Mindedness	Wisdom
Fitness	Passion	Vitality
Freedom	Personal Growth	
Friendliness/Friendships	Partnership	

What are we good at as a team?
What do others think of us?
What do others say about us?
What makes us stand out as a school, as a team?
What is our strength?

They write their qualities down and bring them to the staff discussion

Staff discussion (30 minutes)
Again the school leader will discuss the collection of core values and from this choose 4-6 qualities of which the team collectively agrees on. These selected core qualities are put at the flipover.

Session 4 Co creating the Bold Purpose

Press conference - The news in 2030 - 30 minutes
The last excersize concerns the formulation of the Bold goal. Bold goal: where do we go from here?

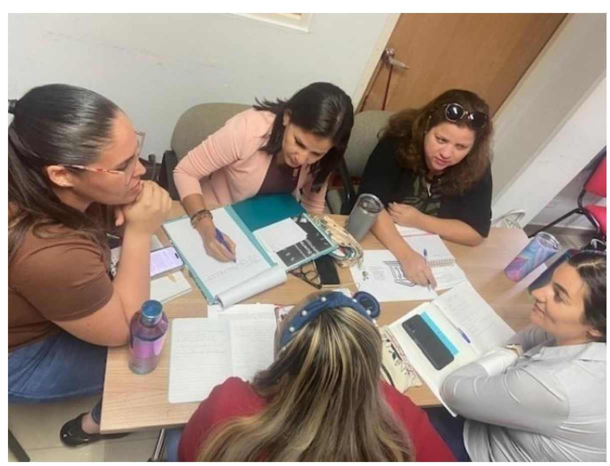
- It is a challenging vision of the future that can only be achieved through extreme effort, **but is basically within reach.**
- It refers to the dream or dreams an organization wishes to realize.
- For a bold goal to have the right effect, one must describe the end result as concretely **possible, and one must set a deadline by which the goal will be achieved.**
    - The challenge is to find a mutual answer
    - Challenging picture of the future
    - Within reach, but.... It takes considerable teamwork and effort
    - It is our dream that we feel like achieving together
    - It must also be concrete, to achieve it

The groups were made of 6 participants. They started to discuss and talk about all the finings so far (key Values, Core qualities and Higher Purpose) and then make an image as it was already 2030 and many goals were achieved. Together they prepared the press session, and 2 of each group took their task to present the final Bold Goal.You are proud! Enthusiastic about the results, thelimits are in the skye. The presentation will take 5 minutes..

Press conference (30 minutes)





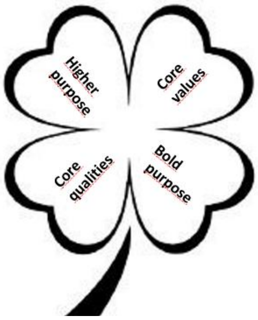




The room is set up as if it is a press conference: a desk for the presentors a back ground ppt slide, and the aduence sitting in theater style, some micro phones for the press. Some people are appointed to record the press conference on their mobile phone, so that it can be used to describe the key elements of the Bold goals.

Further actions

At the end of two days each staff collected concept material to write their renewed School vision. In the following meeting at their school they will further refine their Vision, improve where necessary and form this they can use the vision as a compass for their future decissions and activities.



Results



At the end of the training days teachers felt more connected. Their positivism about the renewed vision filled the room. Especially the last press conference session opened up a visably motivation and above all the enormous potential of these teachers to make better education for all children in their schools. The biggest challenge from now is to refine this vision and to keep it alive by constant dialoging and collaboration the coming years. They are all responsible to lerave the Vision out of the cabinet, unlock it and bring it to live in their daily actions.

Selected resources

For the resources about social construction we refer tot he first article out of three.

Van der Loo, H. en Geelhoed, J. (2015). *Kus de Visie Wakker!* Academic Services

Liberating structures https://www.liberatingstructures.com/

Bijlage 13: Increasing Parental Involvement

A unique collaboration of
four Aruban UNESCO schools 3-3
Loek Schoenmakers, Ph.d.; Nora Eleonora

In March 2023 a unique project started, funded by UNESCO, to strengthen the participation of the four UNESCO schools at the island Aruba. Based on social constructionist thought, the four schools collaborated to make not only plans for their future collaboration, but also to build strong relationships between teachers, students and parents. We have written a serie of 3 short articles as a result of the project.

In the 1. article we describe the foundation of the project and some practical ideas, how to put social construction in to action. In the 2. article we will go more in depth and practice how to build a strong Vision within the schools, to improve the sustainability for change and future actions. In the 3. Article we will describe how we have worked to establish the start for increasing parental involvement, in the Unesco communities of the 4 schools. It may be clear that we ground our transformative change work on social constructionist theory not to confuse by social constructivism.

***In this 3.-3 article** we describe how we worked with the schools to awaken their vision about parental involvement ánd how this might influence future activities. The activities are based on social constructionist theory as outlined in the first article How to build Hopeful futures together.*

Context



Within the UNESCO Participation Project at the island ARUBA, which took place January 2023, the school staffs of Princes Amalia, EduCampus, The International School of Aruba (ISA) and Colegio Hillario Angela, co-created many ideas for keeping the strong collaboration powerful for the coming years. Based on the ideas of social construction, all schools could think about relevant topics to work on. Based on the social constructionist thought (article 1) it is important to give participants *voice and influence* from the start of a change process. This increases ownership for future change.

Parental involvement

During one of the meetings three schools decided to take the opportunity to work on the topic of parental involvement and how to increase this within their school community.

It is quite usual, and especially after the Covid-crisis, that teachers complain about parents involvement. It seems so hard for them to reach out to ***all*** parents and often it is the case the same group of parents support school activities. One of the mutual wishes within the UNESCO activities in this project was to partner with parents in all kinds of activities. In fact, to increase parental involvement.



What we often see in education is, in spite of the wish to collaborate, there seems to be two different worlds – the school world and the home world - who are aliened instead of connected. When we look closer at this from a social constructionist view, we see that the people in those worlds – the professionals at school, and the parents at home – speak their own language and make their own images about each other. Both, they are talking *about* each other instead of *with* each other[20]. And by doing so dominant stories are created about each other which slowly become way of how we see these worlds.

When we want to make better futures together, in service of our children/pupils , it's important to find ways to talk with each other and to become aware in how we socially construct such images, and best of all how we can re-construct new stories of cooperation.

In this article we will outline latest information about parental involvement and partnership, why it is important, and from this we will go back to practice: how did we work with the three schools to change their mindsets of partnering with parents in school community. We are convinced that, if we want to have sustainable change around parental involvement, we should change our minds, in the way we think about this.

We will illustrate how we worked with the staffs by using the Golden Circle of Sinek as a main structure, and the use of cooperative activities to give voice to all-in this process ánd to built relationships. This has lead towards a renewed vision of partnership, discovering strategies how to increase parental involvement and how we can use these insights for present parental activities at school.

We hope this final article will give the reader some ideas to build on when increasing parental involvement in their own schools.

[20] Shotter

Parental involvement, what do we mean? What does latest research tell us?

Parent engagement is defined in literature as "the participation of parents in a regular, meaningful mutual consultation about student learning and other school activities.[21]
Partnership is legitimized by the common interest of parents and school: together creating optimal conditions for children's development and learning, at home and at school. This in the awareness that together you can do more for the child than each on his or her own.
Partnership has different goals. Often these goals mainly focus on the organizational and democratic goal, the pedagogical goal - alignment in the approach and guidance of young people in their development and learning, at home and at school - remains underexposed [22]

As a relationship between people, partnership first of all requires connection and a shared focus of parents ánd professionals on children's learning and development. This can only reached by Parental Involvement 3.0, see textbox.
Children develop better when home and school are well aligned.[23] It leads to growth in their psychosocial development and promotes parents' own strengths. It is also important at a societal level that all children receive optimal developmental opportunities.
Good coordination between home and school is characterized by equality, reciprocity and joint decision-making. *Real partnership, in other words, where parents and teachers are on an equal footing.* Collaboration ensures that everyone can reinforce each other from their own expertise and experience with the child.

Five levels of parental involvement are distinguished:[24]

These five levels, taken from research literature about parental involvement, can help us to look in more differentiated ways in how to involve parents in our schools or projects.



The usual way of parental involvement is that the school decides where and when parents can or are allowed to participate in education. And besides this, the school has a way of thinking that they look at parents as one same group of people. So they organize this from this mindset, at the same time expecting that all parents should participate in these defined activities. The result often is that the same parents will be active, mostly a very small group, and the larger group lets down, and is not really visible in these activities. This is where the complaints of teachers starts: *we organize so many nice things for parents, why don't they show up? Our parents are not committed to our school! Why are we doing these things?*
If we want to establish change, we, the professionals in schools need to look with new eyes to parental involvement.

We need a new mindset!

[21] Mitchell & Sutherland, 2020
[22] Reitsma & De Wit, 2012
[23] Waanders, Mendez & Downer, 2007; Hoover-Dempsey et al, 2005
[24] Mitchell & Sutherland, 2020

- *Every parent is different, so we must treat them differently*

  As well as each child differs from others, so parents do. School communities characterized by so many different parents. We should look at it as a richness. So when all these parents differ from each other we should approach them in different ways.

- *Every parent is already engaged with their own child*

  they take care at home, put them to bed, wash feed, talk with them, trying to do their best. So parental involvement does not start at school!

- *Every parent has different time and local possibilities*

  Some parents prefer and do have time to participate during school time, others due to working times, do have more time in the evenings or weekends. Some people can spend a lot of time to support while others can only support a few times in a year.

- *Every parent has different needs and different qualities*

  Like children, also parents have different strengths, qualities, knowledge and experiences. Also their motivation to support differs. So we should use their different talents differently!

When we combine these thoughts with the following levels of Parental involvement, we can design as a school, preferably with parents, a new package of many different activities.
Literature shows the following levels.

Level 1: Being informed

At this level, the school informs parents about programs and activities, and parents can in turn ask for information.

Level 2: Participating in activities

Parents are involved in various events at school.

Level 3: Dialogue and exchange of viewpoints

Parents are asked for their views on the school and classroom objectives, and on their child's needs, to be explored and shared.

Level 4: Participate in decision-making

Parents are asked what their views are when a decision is made that affects their child. In the Netherlands, a clear example is the drawing up of the action goal of the developmental perspective (OPP), in which the parents must be involved be involved.

Level 5: Being given responsibility to act

Parents make decisions together with the school and are involved in planning and evaluating parts of the school program. A good example of this would be involving parents in formulating and evaluating the school's policies. Another example of involvement at this level is the role that parents can play as tutors of their own children.

To achieve parent involvement at the higher levels, teachers must be open-minded, empathetic and be competent in interpersonal communication.

Parents and family members are important partners in the education of their children. They have a fundamental right to be involved in the important decisions affecting their child. Parents of children with additional educational needs often need support and guidance needed in managing their child's behavior. There is clear evidence that when this is provided, both parents and children can benefit.

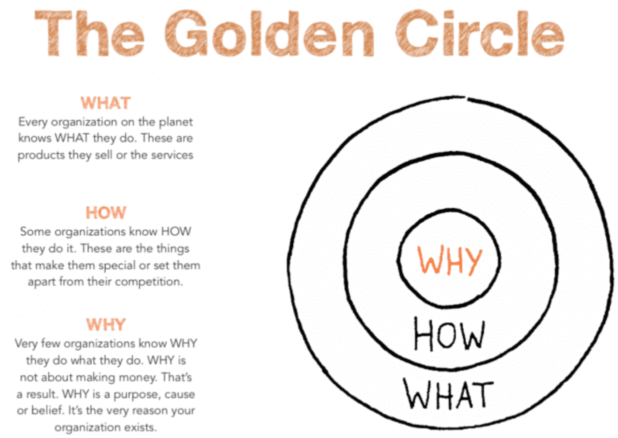
Implications for our project



It must be clear by now that increasing parental involvement in our schools, in our UNESCO projects, has a positive influence on our children. We decided to focus on teachers' mindset, and from this find strategies how to increase parental involvement in current activities. We are convinced that as soon teachers have a collective renewed vision about *WHY* they want involve parents and what the best ways are to do so, will lead to better activities, in which creating partnership is seen as a great opportunity in favor of our children.

In this article we will focus on the activities we have executed in this project. These activities must be seen as a start, and need to be followed up the coming months and years.

Increasing parental involvement, what did we do?

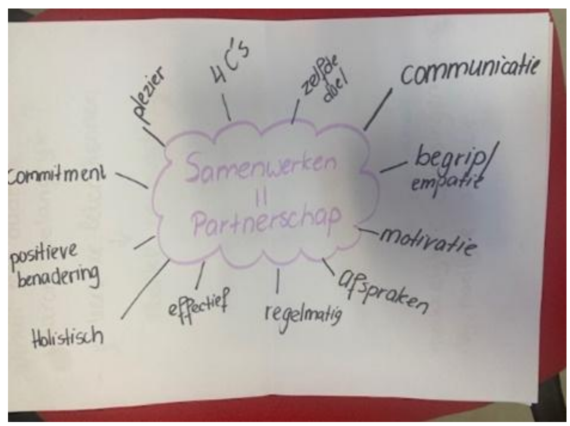


We used the Golden Circle of Sinek[25] as a frame work for the training sessions. In this framework we can determine 3 levels, Why? How? and What? Sinek makes clear that too often we go to quickly to the practical side of change, without really knowing why we would do such activities? He turns the change process around and advices to start with the WHY? Organize dialogues and collective, meaning making processes. In social constructionist words: we are co creating new visions and therefor stories about Why we think we should have parental involvement in our schools and from this collective vision, we can construct together activities and strategies to achieve this.

Activities Why? (27 minutes)

1-2-4-ALL[26]

1 (2 minutes)



The first step was co constructing and discovering *why* we should involve parents in our schools and UNESCO projects. We used the 1.24.ALL exercise to start. After a short introduction of the program, teachers were given sticky notes and the task to think individually about what in their words partnership or parental involvement is. (2 minutes)

2 (4 minutes)

After 2 minutes writing the group was asked to make pairs of two persons and to exchange and learn from their notes.

4 (5 minutes)

After step 2, they were asked to make new group of 4. With markers and A3 paper they were asked to make a mind map with to collect mutual findings and find answers: What is partnership and why is it important?

ALL (15 minutes)

When all groups were ready we collected all written papers, hang them at the wall and discussed the mutual findings.

https://www.liberatingstructures.com/1-1-2-4-all/ for more information

Liberating structures can be seen as very effective cooperative activities, in which every voice is given space.

Deepening understanding by using research outcomes (30 minutes)

The next step was as follows. The group was again divided in groups of 4 people. We prepared 4 different A4 information papers. Each group member out of 4 received a different A4 paper with recent research information about parental involvement. Taken form Mitchell and Sutherland, 2020. The task for each single member was to study and read their own paper, and to discuss these different papers fort he next 15 minutes.

By given each member a different short peace of reading, we can work more effectively. Nobody has to read all the information, but is challenged to share findings after 15 minutes of studying.

[25] https://www.earthgifts.com.au/ebook/simon-sinek-start-with-why.pdf

[26]

All groups did use the selected information to enrich their previous work from the 124All activity. In this way the whole staff could deepen and refresh their knowledge.

Activities How?

The next step was to discover strategies to approach parents in better and more effective ways, by using the information given previously in this article: every parents is different do treat them different. From social constructionist thought - being aware that language make worlds – we decided to ask an appreciative formulate question:
When we want to increase or approach parents in the best ways, and we look at our own experiences, what are these best ways? What are the bést strategies to do so?

Appreciative interviews 20 minutes

We prepared a short interview guideline with the following questions:

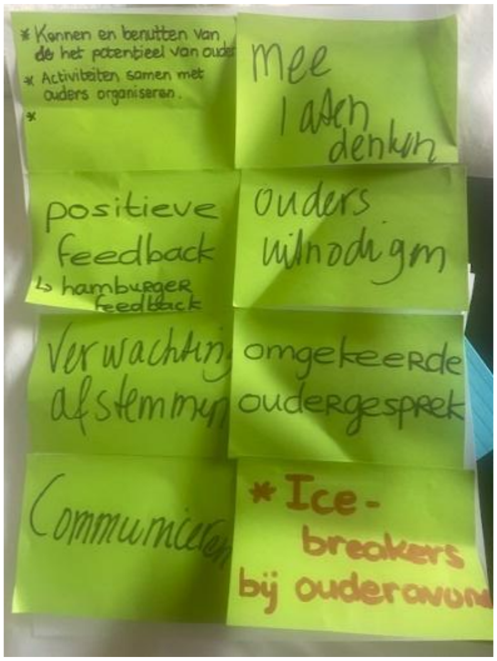
- when you think back at your best way to approach parents to be engaged or involved at the best ways. What are your best experiences?
What did you do? What seems to work?
- Please …tell me more about it.



We instructed the participants to give fully attention to person A during the first interview, and after 10 minutes to change roles and give B the full attention. The pairs made notes at green sticky notes.

https://www.liberatingstructures.com/5-appreciative-interviews-ai/

Plenary dialogue (20 minutes)



After 20 minutes we put the group together as one group and talked about the findings: what are the bést strategies we know to involve more parents in our school. The result was amazing, we together we found many strategies.

During these two sessions about the Why? and the HOW?, we created the Golden Circle at a large paper and put the written sticky notes on it. The last activity was to make a list of current activities.

Activities What??

The last activity was to collect current parental involvement activities. So together we made a list of existing activities to participate with parents in our school.
We discovered many activities such as a school trip, reading parents, visited the class sessions, evening meetings, child consultation, Xmas parties, Summer barbeques and so on.

Bijlage 14: Report Prinses Amalia School

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Report Unesco

Unesco School: Prinses Amalia Basisschool
School year: 2022-2023
Country: Aruba

Food forest



Prinses Amalia Basisschool started in 2010 and is a school that promotes sustainability and love for nature. With this vision, we always tried to start a garden in school, but because of lack of knowledge, water provision, expertise and man power, it was never materialized.
On April 22 and 23, Eco Living Aruba organized a course hosted by Roland van Reenen about the technique Syntropic Agroforestry. He is a forest farmer with knowledge on how to create a food forest. School sent a teacher to the course so she could learn about the technique and with the intention to later implement it.
On June 18th, 2022 we planted our first food forest, using this particular technique. This is a method used in Brazil and all over the world using the direction of the sun, with tree lines and vegetable line where you see no bare soil. It is also called 'Planting water'.



The food forest was schedule before the rain/hurricane season in Aruba, so we could benefit of the rainfall. Aruba is normally a very hot and dry island, with very little rainfall. Aruba has the worst condition compared with Curaçao and Bonaire. We planted the food forest with the help of volunteers and school colleagues.
All of them followed the same teaching.

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During this year we had various visits among others bachelor students of the University of Global Sustainability Science of Utrecht, Holland. We were asked if they could research the soil quality in the food forest. We were also asked by the Department of Agriculture, Livestock and Fishery if 40 delegates from the Dutch Islands attending the Dutch Caribbean Visioning Process could visit the food forest. Aruba was the host country for this event.

Our children in collaboration with volunteers maintain the food forest and harvest.
The children eat what they harvest. Doing this they learn how to plant, maintain, when to harvest, wash everything they harvested and to prepare it before eating. A lot of children also get the chance to taste fruits and vegetables that they never tasted before.

This year we harvested: pumpkins, corns, tomatoes, eggplants, banana's, watermelon, melon, radish, beans, okra and cassava. Our goal is to promote food sustainability, healthy habits in eating (SDG 2) and planting trees to prevent soil and keep water in the soil (SDG 15).









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Recycling and compost project



In September 12th, 2022 we started a recycle and compost project. We recycle plastic, cardboard and aluminum waste. We also do composting. The goal is to promote 'reduce, reuse, recycle' and bring awareness to better waste management. We teach the children the importance of caring for the environment, shop wisely and choose sustainability.
We also teach them an entrepreneurship by selling compost on organic flea markets. The children pack the bags and sell them in the weekends. With this project we promote SDG 12: responsible consumption and production.

Every class has their recycle and composting bin. They also have a 'green agent' whose tasks are throwing these in the main recycle bin and compost bin. They put the organic material in the compost bin and we use that to fertilize our food forest and sometimes we choose to let the children train their sales skills.



We want to show the children the fun side of being green and enable them to make good decisions in lives. The message to the parents is that we can meet the need of the present without compromising the future of our children.



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International Day of Peace

In anticipation to this day, children of the 5th and 6th grade painted a walkway with peace words and signs. We made this officially a peace walkway.
The school celebrated the Day of Peace on Wednesday September 21st. When school started in the morning, the children lifted a white flag symbolizing the our school stands for peace.





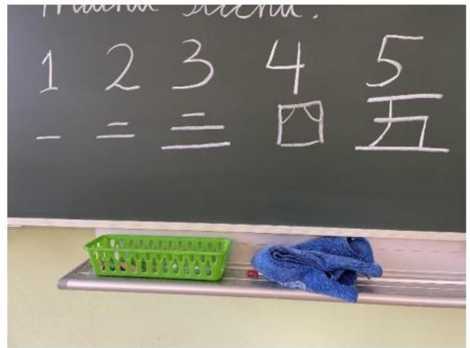
We gathered the whole school around the flag pole.
The principle gave a speech on this topic: we reflected on how we treat each other and what can we do to reflect peace to one another.
Afterward everyone walked back to the classroom using the peace walkway.



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International Mother Language Day

On the 21st of February we celebrated International Mother Language Day.



Prior to this day, the children of the 6th grade made an inventory in every classroom about the different mother languages in our school. Although the biggest part of the children has Papiamento as their mother language, we also have English, Spanish, Dutch, Mandarin, Cantonese, Portuguese, German, Sranan Tongo, Patois, Russian, Hindi and Arabic.

The teachers choose from each class a child whose mother language is other than Papiamento and Dutch. The teacher invited the children's parents to come to school and give 30 minutes teaching to the classroom about their mother language: history, grammar or vocabulary.



The parents accepted willingly and it was very interested. Some parents taught Mandarin, Cantonese, Hindi, Arabic, Patois and Spanish to the children. They did some dialogues and got to know a little bit of the country and culture of that mother language.
The classroom got to know and appreciate the difference in languages between children. And with this, appreciate and show respect for the difference in culture.

The goal of celebrating the International Mother Language Day, is to promote multilingualism in our school.

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Becoming a Unesco School

In June 2021 we were invited to attend a webinar together with other schoolteachers from different school boards. The goal was to interest us to apply as an orientating school member of the UNESCO APSnet. After the webinar we were very interested and we immediately apply.
On August 31st Prinses Amalia Basisschool became officially an Unesco School.
We accomplished this by submitting in collaboration with 3 other schools, a recycle project in a competition about sustainability. Several schools were competing.
By winning this competition, we could start a recycle project at our schools. We won the competition and with this push, all of us became the first Unesco Schools of Aruba: Prinses Amalia Basisschool, Edu Campus Aruba, The International School of Aruba and Colegio Hilario Angela. Some days later, on the International Day of Peace on September 21st 2022, we put the Unesco School sign on the wall and announce it to the children and parents.
Our goal by becoming a Unesco School is to create a school culture in which our children can collaborate with each embracing diversity and learning about the world in respectful ways.



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Songfestival 'A Gift for Aruba'

On the 16th of March we celebrated National Anthem and Flag Day at school in the form of a song festival. Each class was represented by a singer, a dance group or a choir. Each song was dedicated to Aruba: our culture and traditions, our people, our history and the beauty of the island.
Our goal was to give importance to intangible heritage: social customs, traditions, expressions, special knowledge that our community recognize as a form of our cultural heritage. We let the children do this in the form of a song.
It was a pleasant night where everyone present could feel grateful for being part of Aruba's history, future and prosperity.









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Workshop 'Transformative Educational Development'

In collaboration with Colegio Hilario Angela, we attended a workshop on January 19th and 20th, executed by Loek Schoenmakers, who's a Ph.D. Consultant. The topics where Future Vision Building and Parental Involvement: "The Triangle of Transformative Educational Development and Training". The workshop took two days.
These two days where an eye opener for us. Besides formulating a new and inspiring vision for our school, it also brought an increased awareness of us being part of something bigger, a Unesco family. We enjoyed doing it with another Unesco School of Aruba.



After the two days workshops, we reunited once more. This time with all four schools to get to know each other.



Workshop 'Parental Involvement'

In connection with "The Triangle of Transformative Educational Development and Training", we had a only-for-parents parental involvement meeting on February 28th, executed by Virginia Rasmijn, coach and consultant of Mustang Matters Coaching.
This meeting was to empower parents and it had as title 'Your talent Matters'.

The parents where very satisfied and motivated after the meeting. It brought awareness that their wellbeing and talents can mean a lot to their children.

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World Environment Day

On June 5th we celebrated World Environment Day.
Some classes went on an excursion to Plastic Beach Party, which is the company that recycles our plastic, metal and cardboard. The goal of this excursion was to bring awareness to the ongoing negative effects of climate change and global warming.

Other classes did a clean-up around the school and in the area nearby. After cleaning up, the children went to school to sort what could be recycled. The children learned that we are all responsible to keep our island clean.







Bijlage 15: Report Educampus





Contents



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Details

EduCampus Aruba
Fundacion Innovation Campus for Education Aruba

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EduCampus Aruba is a blended primary and secondary school.
Age group: 8 - 19
Ratio of girls to boys: 1:1

ASPnet themes selected for 2022 - 2023
- Global Citizenship
- Sustainable Development
- Peace & Human Rights
- Intercultural Learning



EduCampus Aruba Background

EduCampus Aruba is an emerging and evolving type of educational institution that offers a different way of learning in Aruba. The EduCampus Model has connectivism, social constructivism and humanism at its core. Programs are delivered on a human-centered design approach, with intentional sustainability and untempered creativity as the highest forms of expression, woven into every aspect of the curriculum.

The Model consists of three overlapping components:

- The (accredited) formal curriculum delivered through online platforms and driven by automation and learning analytics;
- Non-formal curriculum designed in the context of personal development and innovation, sustainability, cultural heritage, multilingualism, and civic engagement. Design Thinking principles are applied throughout the design process of the non-formal curriculum. The non-formal curriculum has courses such as botany, coding, fine arts, sports, and more;
- Informal curriculum, curated by our professionals according to the sustainable development goals (which are the principles of systemic design that our learning model is based on) and the highest forms of human expression as focal point;

The point where all three intersect in the middle is the EduCampus Model.

The EduCampus Model can be seen in action at EduCampus Aruba. Using the indicators of the Sustainable Development Goals, and specifically SDG 4 indicators, as well as now incorporating the focal points of the Futures of Education report, a flexible campus was created under the auspices of Fundacion Innovation Campus Education Aruba (FICEA).

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In the 2022 - 2023 academic year, EduCampus Aruba had a student body of 215, with the ages ranging from 8 to 19. Of that group, 60% was between the ages of 13 and 16 and EduCampus Aruba has a nearly even male to female student body ratio.
EduCampus Aruba ran with a daily core team of eight people. When counting additional elective instructors, course experts, coaches, artists, and tutors, who provide up to 10 hours a week to campus, the team total is 29 people.
EduCampus Aruba has the motto “the only tradition is innovation” which can be seen in the constantly evolving Model executed on campus.

The first semester of the calendar year exists as a prototyping semester. This semester provides the space for adaptation of mental models, for testing of concepts, and for the fading in of desired behaviours and outcomes, and the fading out of elements that will hinder innovation. The second semester of the calendar year (which coincides with the first semester of the academic year) is where all these practices, courses, and elements of the agogic concept are able to drive the innovation within the Model through execution and simultaneous assessment.
The Model is always working towards learning as a tool for personal innovation, for each child that comes through it and for each team member that has contact with it.

To maintain the actuality and accuracy of the entire EduCampus Model on campus, continuous research is conducted both qualitatively and quantitatively through action research and pragmatic research design. The output serves as input and design knowledge for the prototype and its execution.



Sustainability on campus

EduCampus Aruba was built up around the Sustainable Development Goals and the core values of the five Sustainable Development pillars (people, prosperity, peace, planet, and partnership) can be found woven into each aspect of the campus.

EduCampus Aruba focuses on intentional sustainability as without intention there can be no sustainability.

It is with this purpose that EduCampus Aruba chooses to integrate and weave the focal points and pillars of sustainability throughout and within the campus on all levels and through non-formal and informal learning methods, EduCampus Aruba has embedded intentional sustainability into its curriculum and operations.

Prior to becoming a part of the ASPnet, EduCampus Aruba had already been familiar with UNESCO structures, using GEQAF as a framework for measuring our educational structures. We have created specific communication structures for the Sustainable Development Goals and the EduCampus team has been trained in these goals and are encouraged to design modules that use the SDGs as a starting point.

Quality control occurs at every level of design and implementation and reporting cycles are built into the curriculum.

Another key point for EduCampus is the design and implementation of modules/electives that expose students and staff to information that will draw the maximum potential out of themselves and each person they come into contact with through a diffusion of knowledge. This awareness is stimulated through alignment of the formal, non-formal and informal curriculum on campus.

Awareness exists as the stepping stone to growth for our students. The entire campus community is challenged to take the next step with their knowledge and experiences to apply their learning in their daily lives. At EduCampus Aruba, students develop their skills on 4 dimensions: cognition, emotion, action, and intent.

These dimensions allow for learners to grow in a participative manner that delivers concrete results to themselves and the communities they are a part of.



The team

Throughout the academic year, EduCampus Aruba also focused on the development of its team of local drivers of education. With countless hours dedicated to professional and personal development, EduCampus saw its team enrich and hone their expertise.
The core team followed synchronous workshops as a group in the following areas:

- Technology & Design Thinking
- Design (Design Loop, Personas, Journeys)
- Art as a Way of Thinking
- Trauma Informed Schools
- Mental Health and Wellness

Each of these workshops was facilitated by experts within the respective fields.
Additionally, each team member had the opportunity to craft a professional development trajectory to enhance their applicable skills and knowledge in specific fields.
Our team had individual, asynchronous learning sessions in one or more of the following areas:

- Design Thinking for Social Innovation
- Positive Leadership
- Innovation Leadership
- Lead to Inspire
- Project Management & Agile Frameworks
- Oral History
- Jongerencoach (Youth Coach)
- Mental Health for Youth
- Artificial Intelligence
- Nutrition
- Dutch Language
- English Language
- Creative Design

In addition to investing financially and/or making hours available for these sessions, EduCampus supplies dedicated coaching to ensure that a maximum transfer of knowledge, skills, and creative confidence occurs within the team and the entire campus population. This innovative practice means EduCampus carries and promotes lifelong learning and intentional sustainability.

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The non-formal and informal curriculum

The majority of UNESCO values integration happens through alignment and integration of the non-formal and informal curriculum.

The non-formal curriculum consists of our Elective offering. Every semester, our entire student body is offered a list of (synchronous) elective courses to be selected from, designed in the context of personal development and innovation, sustainability, cultural heritage, multilingualism, and civic engagement. Woven through the content and delivery of these courses are the focal points of the ASPnet.

A selection of these courses are also offered to the students at no additional fee, with EduCampus carrying the cost of contact hours, space, materials, and manpower. This is done to make the courses accessible to the entire student body and to stimulate participation in said courses, bringing the students closer to topics and literacies that are important to their personal development.

Our non-formal curriculum goes through rigorous quality assurance cycles to ensure that it delivers both content and methodology optimally.



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EduCampus Series

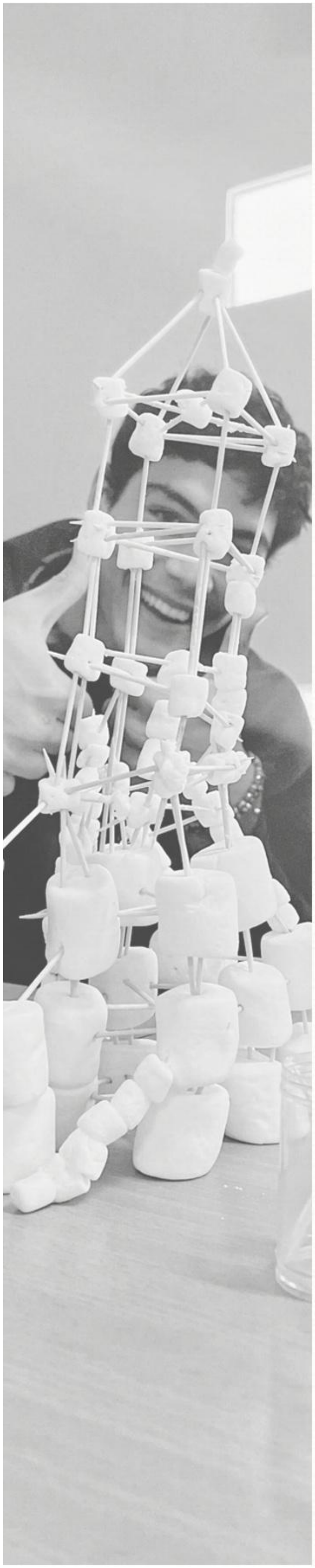
The EduCampus Series section of the Elective Book are electives focused on Science, Culture, Citizenship and 21st Century Skills. It includes the following courses:

- Online courses for personal development
  - Career Explorations
  - Character and Leadership
  - College and Career Readiness
  - Mental Health and Wellness
  - Personal Development
  - Social and Emotional Success
- Scientific Method
- Grow Your Own Food
- Introduction to Media Literacy
- Explorative Social Studies
- Coding
- Entrepreneurship

All of these courses are built up around intentional sustainability and skills/knowledge that have been identified to be current and upcoming literacies.

Scientific Method, Grow Your Own Food, Introduction to Media Literacy, Coding, and Entrepreneurship in particular were taught with a hands-on approach, firmly rooting the students in actionable learning where they could each bring a specific item, product, plant or idea to life.

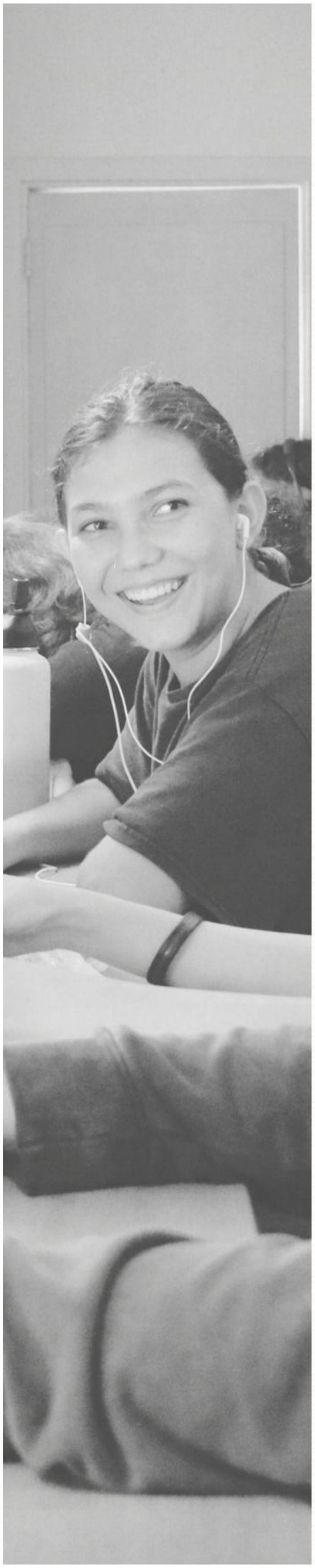




Our Entrepreneurship course was offered through a project by Qredits Microfinancing Aruba and Arubabank called Be Your Own Boss. Students become entrepreneurs through a series of lessons and workshops and at the end of the academic year, we hosted a pitch event where students of the course pitched their businesses to a panel of local, experienced entrepreneurs. Out of the 8 students, the top 3 received an infusion of funds into their companies to assist with start-up costs and the winner of the pitch received a product order from campus. Additionally, one of the winning businesses was invited to pitch to a larger crowd against other schools that had also run this program. Throughout this entire process, our students developed skills that will carry them through their lives, knowledge that can be applied to a variety of situations and the creative confidence to believe in an idea and see it through its process.



Online courses for personal development are the only courses in the elective book that are delivered through the digital learning platform. This allows the students to go through the process of personal development at moments where they can be most comfortable and in the right mindset. While these courses were offered as an elective in the second semester of the 2022 - 2023 academic year, this was done to get our students more acquainted with personal development through an online platform and EduCampus will be making these courses compulsory to all students in the upcoming academic year.



EduCampus Aruba also places a high value on local cultural heritage. For students to become global citizens and participate in an exchange of culture and cultural learning, first students must become local citizens.



A cultural highlight of the past year was that students of the Explorative Social Studies course were asked by the Minister of Culture to draft and conceptualise a logo for the new *Comision Conscientisacion Sclavitud Aruba* - "CCSA" (Commission Awareness of Slavery Aruba). Students were able to apply concepts they have learned and channel those into a creative item to stand as a symbol for Aruba and its dedicated commission to raising awareness regarding an important part of Aruba's history. That an official awareness campaign will carry the creative efforts of EduCampus students stands as a testament to our commitment to heritage.





EduLanguages

Under the EduLanguages umbrella, EduCampus Aruba offers language courses such as English Writing, Spanish Language, Dutch as a Foreign Language, and Papiamento.

The English Writing course is a writing clinic where students learn the foundations of writing through active practice and applied skills. The formal curriculum requires a high volume of writing assignments and as such, this course was designed to enhance the writing literacy of our students.

Our Dutch as a Foreign Language elective offering has two streams, one where students learn the basics of Dutch foundational language and the other is for students who are aiming to certify their level of Dutch skills. Students in the latter stream will receive a Certificaat Nederlands als Vreemde Taal - CNaVT (Certificate of Dutch as a Foreign Language).

Papiamento as a language course allows our students to connect with the local culture and heritage of the native language spoken in Aruba so that they may better understand their own personal cultural heritage.







In addition to these languages, EduLanguages also offers Channelling Sustainable Influence and TED-Ed Student Talks.
Channelling Sustainable Influence and Ted-Ed Student Talks were both born of a need to develop specific literacies and fostering the need for 21st century skills within our students. Channelling Sustainable Influence was designed to empower the students to look at the digital environment they exist in and wield that power with and for a personal purpose that aligns with intentional sustainability.

TED-Ed Student Talks is an official program by TED Talks to teach students the skills necessary to find their personal purpose and journey and coupling it with real-world skills such as public speaking, writing, and persuasion.





EduArts

Our faculty of the arts offers students the following courses:
- Art as a Way of Thinking
- Fine Arts
- Painting & Drawing Techniques
- Embody Your Art / Performing Arts
- Hip hop & Streetdance
- Vocal Classes: Own Your Voice
- Music Matters
- Lettering - Modern Calligraphy

Art in all its forms gives meaning to our lives and helps us understand our world and the world we live in. It is an essential field that EduCampus has always pillared in our education due to its way of allowing us to be open to new ideas and experiences. It teaches those who come into contact with it what their limits are and how to step outside of them, doing so in a safe space and equipping them with the tools to explore the world.

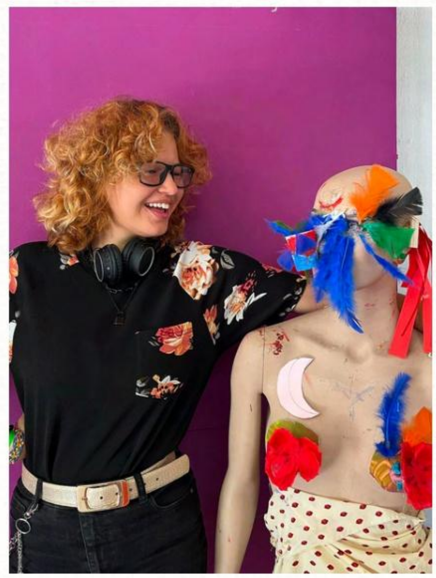
Another method of arts exposure for our students is through guest artist workshops and visits to exhibitions and performances around the island, all arranged through this faculty of the arts.

As part of the closing activities of the academic year, EduArts always hosts an Art Expo where the pieces are displayed and the entire community is invited to come experience the art. Some pieces are also sold and/or made available for public art consumption. The EduArts faculty allows our students to develop their human capital, which in turn adds to sustainable development.



























edusports

As mentioned in the previous subsection, human capital as talent development adds and enhances sustainable development. Part of talent development includes movement and sports. The courses as part of the EduSports curriculum are Physical Education, Softball, Baseball, and Swimming.

Both the Baseball and Swimming programs have beginner and advanced streams to accommodate the students who are aiming to learn the sport compared to those who are already active. In the 2022 - 2023 academic year, one third of the student body population were athletes, with a majority of those in either the baseball or swimming discipline.

Giving our student-athletes the opportunity to practise their respective sport on campus allows them a more guided and personalised training schedule as well as offering them more opportunities for excellence whether through scouting sessions or an athlete portfolio.



In April 2023, EduCampus Aruba finalised its student-athlete handbook, formalising our commitment to sustainable athleticism. This handbook also contains a section on anti-doping, using UNESCO's International Convention against Doping in Sport as a foundation for the policy.

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Student Participation Programs

In the second semester of the academic year, EduCampus offered three Student Participation Programs:

- Junior Design Team
- Students in this program go through the process of understanding and applying Design Thinking principles and focuses on co-designing the student experience
- Acting Club
- Students in this program apply different acting techniques and will co-write and co-produce a Play to be presented at the end of the year
- Student Council

This program gives the student an advisory role on activities and campus guidelines

The Student Participation Programs were born from a need to involve students in creating and curating their experiences on campus. In an effort to remain an equitable organisation, EduCampus places high priority on student feedback which begins with their involvement in these programs on campus.





UN Observed Days & Other Activities

EduCampus Aruba believes that eventful sustainability does not impact intent. We aim to foster intention within our students, which is why we approach our commitment to the Sustainable Development Goals and the focal points of UNESCO through an holistic approach.

Nevertheless, occasionally EduCampus highlights specific days through the year to anchor the transfer of knowledge on a specific day. Using the UN Observed International Days as a guide, the following section dives into the days and other activities on campus in the 2022 - 2023 academic year.



World Creativity and Innovation Day: EduCampus Day

Founded on the principles of human-centered design, EduCampus Aruba is an innovative feat in the educational sector. As such, a special day dedicated to the process of design was necessary. World Creativity and Innovation Day was chosen as this day and has become EduCampus Day.



Spirit Week

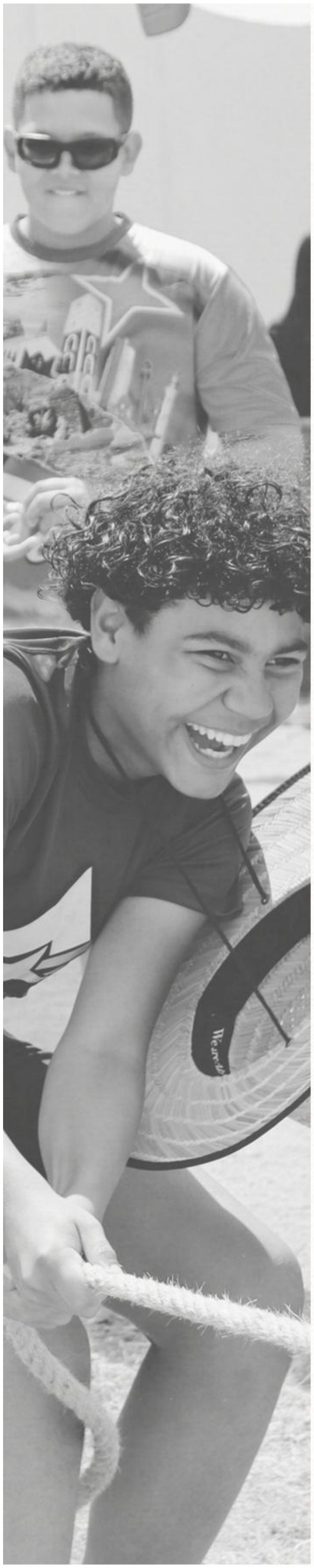
With a majority percentage of new population in the 2022 - 2023 academic year, it was vital to foster a sense of community amongst students and staff from early on. Springing out of EduGazette (a collection of students dedicated to promoting the student view of EduCampus while learning skills and tools for social media mastery), the group hosted the week-long “Spirit Week”, the idea of which became popular enough to also be implemented by student unions at other schools, most notably Colegio Nigel Matthew.

In EduCampus’ Spirit Week, the entire EduCampus community was invited to dress up (or down!) as the prompts dictated. Students and staff were able to stretch their creative wings and learn from others’ ideas.









Aruba Heritage Series

Our Elementary and Lower Middle School students participated in our "Aruba Heritage Series", which is a program delivered by the Aruba Excellence Foundation and its Aruba Certification Program.
Students follow five courses through Zoom and go on five field trips to connect the material from the zoom class with its real world application.
This is part of our focus on the local heritage and local citizenship. Students walked through the Franse Pas and Spaans Lagoen (Frenchmen's Pass and Spanish Lagoon) to learn about nature and biodiversity, they cycled through all of the departments at Casa Del Mar Hotel to learn all about the service and horeca industry, they had a scavenger hunt around the island, and visited Ayo Rock Formations with a local archaeologist and PhD candidate to see the cave paintings and learn about the meanings of art and expression.
They closed out this program with group research projects to design a vacation for families visiting Aruba, and presenting these designs to the campus and their families.







Dia di Himno y Bandera

On Aruba's National Hymn and Flag Day, the Elementary and Middle School students participated in a carousel of classic Aruban games to help connect the student body with what are considered traditional activities that one might experience at other Aruban celebrations.
The Upper Middle School students then participated in a critical thinking workshop regarding culture and heritage, led by a local cultural expert. High School students spent the entire morning out on a scavenger hunt in Oranjestad, getting to know the ins and outs of Aruba's capital while fostering teamwork, creativity, and lifelong learning.



International Women's Day

On International Women's Day, the High School unit received a visit from Aruba's first and only female pilot. They had an opportunity to ask questions and have an open dialogue about the importance not just of representation and female empowerment, but also resilience and motivation regardless of gender.

The Elementary unit conducted research and wrote a one-page brief about a chosen woman who they find influential.

The Middle School unit had a carousel of activities that students could choose from. One station was a presentation about being a woman in a male-dominated field, in this case the automotive industry, with insights by a woman who had lived this experience. The second station was a food-driven workspace where students learned all about nutrition and healthy eating. The third station was a room transformed into an experience of sitting in a Parisian cafe, where students were tasked with reflecting on their lives and the women that influenced it and tasked with writing a letter to one of those women. At the fourth station, students were led through the design process by the designer and founder of EduCampus, going through the first three design steps (Empathise - Design - Ideate) to tackle challenges they face in their daily lives on campus.







Earth Day

On Earth Day, students were invited to participate in the #CanvaDesignChallenge to create a poster, flyer or any other type of post to raise awareness of Climate Action within their community. Many students participated, using the theme to focus on the importance of Earth Day while also learning valuable design skills and tools to craft their messages and images.















Generation Global

Generation Global is an education program by the Tony Blair Institute focusing on global citizenship education for students between the ages of 13 and 17. A group of our middle school unit students participated in several sessions, having intercultural dialogue and exchanges with students from all over the world, including but not limited to India, Armenia, Colombia, United Arab Emirates, and Nigeria. The aim of the program is to embrace the future equipped with the knowledge, skills, and attitudes to become active and open-minded global citizens.



The days/activities mentioned are ones that were implemented throughout the entire campus and do not include days that were observed and/or used as guiding topics in the non-formal curriculum, such as Poetry Day, World Press Freedom Day, Human Rights Day, Mother Language Day, Arts Week, Information & Media Literacy Week, etc.





Challenges



In our Application Form for the ASPnet, we highlighted a few projects that we would aim to complete within the academic year. Unfortunately, two of those projects could not come to fruition.

These projects were conceptualised and designed in the previous academic year with an indication that we would be attempting them and/or adjusting where and if necessary. With the new academic year came new challenges, an expeditious growth of the student body that did not match that of the core team, and a rise of challenges that required our immediate focus. Before attempting these larger scale projects, we needed to assess the readiness of our entire campus population to carry and fully be able to immerse ourselves in these projects and have come to the conclusion that we were not ready for them.

Due to these constraints, we had to shift our Conversations Between Neighbours into the next academic year and have redesigned the Mi Aruba, Bo Aruba project into one called The Snapshot.

Despite not being able to fulfil these projects to completion in the 2022 - 2023 academic year, we are proud of the work we have done to align ourselves with and uphold the values and mandate of UNESCO and the Associated Schools Program Network.



Partnership with UNESCO Aruba

EduCampus Aruba has a close working relationship with the Aruban UNESCO National Commission as well as the other ASPnet members on Aruba. The Aruban ASPnet members and the Aruba National Commission had weekly meetings leading up to the induction of the four schools into the Associated Schools Program Network and have since held meetings once a month to stay updated on the others' activities.

EduCampus Aruba values the contact with the other schools as well as the NatCom as it provides a rich environment to brainstorm new possibilities for partnership between schools and communities, as well being a safe space for the discussion of challenges and opportunities within each school.

Waste Sustainably

In the spring of 2022, Aruba Airport Authority's charity Wings of Hope announced an SDG School Champion competition. Wings of Hope would award Afl. 20.000,- to the school(s) that submitted the best project aimed at tackling one of the (or multiple) Sustainable Development Goals amongst the school population.

EduCampus Aruba, along with other prospective Aruba ASPnet schools Colegio Hilario Angela, International School of Aruba, and Prinses Amalia Basisschool decided to form a partnership and submitted a plan to tackle and reduce waste.

The group consulted expertise from local organisations such as Aruba Compost Club and Plastic Beach Party, choosing to focus primarily on SDG 12 - Responsible Consumption and Production and include aspects of SDGs 9, 11, 13, 14, 15 and 17.

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Aruba Compost Club are the leading local experts on composting using waste and Plastic Beach Party is a collective started by local youth advocates that collects, sorts, shreds, designs, and molds plastic waste into brand new products in Aruba.

The aim of the project was to reduce waste in the schools and make the students more conscientious about their consumption and waste. After submitting a written proposal and delivering an in-person pitch, the group of schools was awarded the top prize of the SDG School Challenge.

The project was then adapted for each school based on their needs. As EduCampus Aruba does not provide lunch and students depart before the midday meal, it was decided that a compost bin would not yield much. With a smaller population that also does not use much paper due to the delivery of core curriculum through online platforms, EduCampus Aruba created less waste than the other schools so a small bin was deemed sufficient for the campus.

Throughout the 2022 - 2023 academic year, students have become more aware of the waste they create, with students becoming monitors for their peers, correcting behaviour when items are placed in the wrong bin (cans in the plastic bin, for example) and initial reports from Plastic Beach Party have indicated that the amount of waste collected from EduCampus Aruba has decreased since the inception of the project.





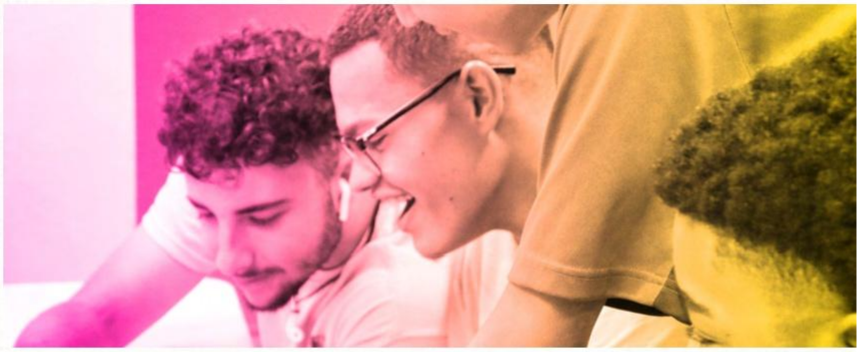
Building Better Futures

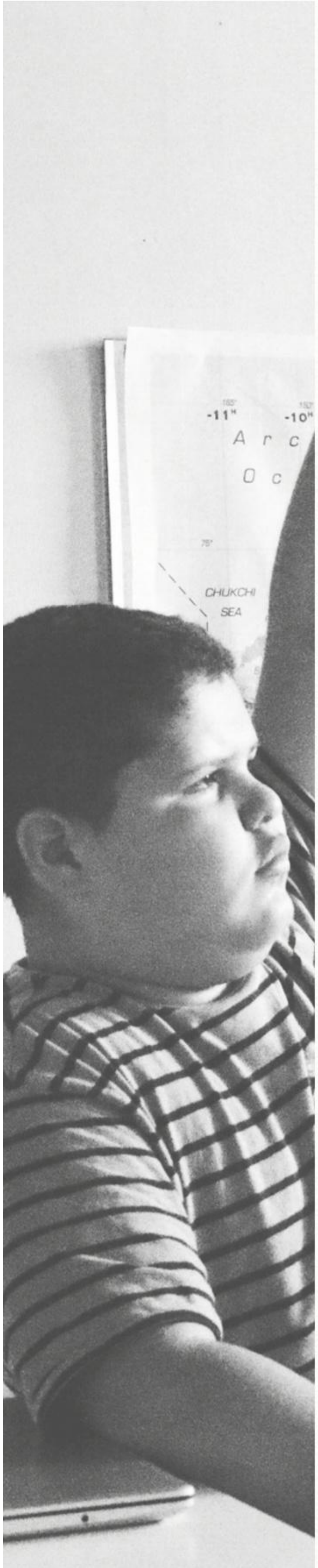
The EduCampus Aruba team received two workshops coordinated and funded by UNESCO. Both sessions were led by Dr. Loek Schoenmakers of Appreciative Change Works.

The first was organised on campus with the core team and a few members from the Aruba National Commission for UNESCO. Split into two halves, the first part of the day was dedicated to social construction and building futures as a team, working together towards the same goal. That flowed into the second half of the day, where the chosen subject was partnership with parents. The session was highly interactive and sparked many dialogues and ideas on how to further proceed.

The second session was organised for all the team members from the four Aruba ASPnet schools to come together and brainstorm partnership opportunities amongst each other, enhancing the role and strength of community.

These sessions allowed the EduCampus Aruba team to reflect concretely on partnership and involvement and has fostered a closer working relationship between the four Aruba ASPnet schools.





Future projects & Plans for 2023-2024

In the 2023 - 2024 academic year, EduCampus Aruba will be selecting a new batch of UN Observance Days to tentpole events throughout the year. April 21 will remain as EduCampus Day.
In April 2024 there will also be a Beach Clean-up day organised where all four ASPnet schools of Aruba will come together for the environment, cleaning up a beach, separating materials for recycling, and empowering students to bring climate action close to home.

As a close partner of other schools in Aruba, we aim to continue upholding the influence of UNESCO values within our partnerships and aim to broaden the Aruban ASPnet so that the benefits of the network do not remain with a select few but grow within the greater educational and societal community.







Innovation MakerSpace for Intentional Design & The Snapshot

In the 2022 - 2023 academic year, EduCampus Aruba submitted two project proposals to FUTURA, Aruba's National Innovation Lab, to receive funding through their EduTech Fund. The fund aims to stimulate innovation, technology, and interactivity in Aruban schools.

In the 3rd funding cycle, EduCampus submitted the MakerSpace project and was selected as one of the projects for funding. In the 4th cycle, The Snapshot was submitted and was not selected for funding.

The Innovation MakerSpace for Intentional Design is an incubator space to jumpstart design-thinking and make innovation more accessible to our students and youth. In the upcoming academic year, we will open the MakerSpace and start cycling students through the space to become acquainted and comfortable with intentional design.

In the second semester, we aim to make the MakerSpace available to other schools and groups.

The Snapshot is a project that sprung as a way to create a living memory, a snapshot of our lives as they are currently. Students as creators and curators of their current, lived reality, housed on an interactive platform to become heritage as our present becomes the past. Despite not receiving funding from FUTURA for this project, we are looking at other grants and funds to push forward with this project.



The Start of a New Era

The 2023 - 2024 academic year is the final year of the current EduCampus Era. The second semester will prototype our new Era, setting us up for the 2024 - 2025 academic year. That means that this year we will focus on the infusion of future plans for more intentional and collaborative education as well as moving towards intentionally designing for sustainability.





Supporting Items

Elective Book 2022 - 2023 || Semester 1

Elective Book 2022 - 2023 || Semester 2

Executive Summary of MakerSpace proposal

Video of The Snapshot

Waste Sustainably project proposal

EduCampus Aruba ASPnet Application 2022

Link to read this report as "text only"

Bijlage 16: Report Colegio Hilario Angela

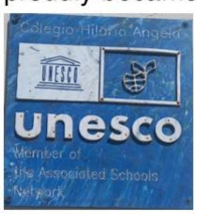
Colegio Hilario Angela

Report Unesco:

Unesco School: Colegio Hilario Angela
Schoolyear: 2023 – 2024
Country: San Nicolas, Aruba

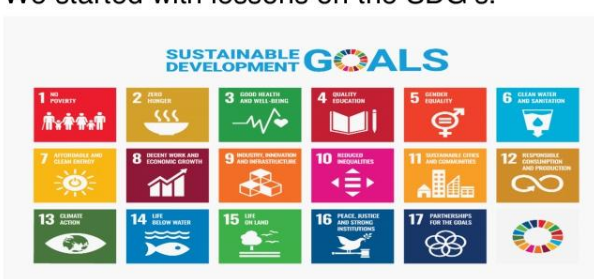
1. Becoming an Unesco School:

In the year 2022 Colegio Hilario Angela joined with 3 other schools proudly became an Unesco School.





We started with lessons on the SDG's.



Colegio Hilario Angela

Our goal by becoming an Unesco School is to create a school culture in which our children can collaborate with each embracing diversity and learning about the world. Treating each other the way you want to be treated.



2. **Being Montessori**: &

We are the first government Montessori School. Paying attention on SDG 4.

We are working on the quality of education. Preparing all our teachers and parents for Montessori style of living. Some are:

Taking care of your nature is one of them.



3. **Gardening:** &

We were already busy with gardening on the south side of the school. This as made the children more conscious on their environment.

Colegio Hilario Angela

4. **Recycling and compost project**:

We started recycling plastic, cardboard and aluminium waste. Our class 3 are the ambassadors in this. They are taught and teaches other children. We put bins also all over the playground to collect the waste.

5. **Workshop "Transformative Educational Development:**

In collaboration with the Prinses Amalia Basisschool we attended a workshop on the Januari 19th & 20th given by Loek Schoenmakers a Ph.D. Consultant. As Unesco schools we got to know each other better. Which we enjoyed very much. Which was followed by a workshop "Parental Involvement".

Colegio Hilario Angela



6. Market at Santa Rosa: selling compost:

We participated in selling our compose on the Santa Rosa Market Place. All was sold in a very short time. The funds were reimbursed in our gardening.





C. E. Aventurin – Connor
Principle Colegio Hilario Angela